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THE
LOGOGRAPHIC-EMBLEMATICAL
ENGLISH SPELLING BOOK;

OR, A

Method of teaching Children to Read.

Being founded upon an entirely new Principle, by which any Infant, Four or Five Years old, and of ever so slow an Apprehension, will, with the greatest Ease to himself, and Teachers acquire, in a few Months, the utmost steadiness and fluency in Reading, and be enabled to make his way, at first sight, through any Book that may be put in his hands.

TO WHICH ARE ADDED

INSTRUCTIONS to enable any Persons to put this Method in Practice; as likewise Four Copper-Plates, exhibiting the Emblems upon which this System is founded.

By Mr. LENOIR,

Professor of the French Language and BELLES-LETTRES, and Author of *la Pratique de l'Orateur François*, of *l'Eloge Funébre de LOUIS XVI.* of the French Logographic Emblematical Spelling Book, and several other esteemed Publications.

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1800.

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ENGLISH SPELLING BOOK

LOGOGRYPHIC-CHILOMATIC

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welt of 1972. In his 'h' eras y sydd 'no 'nacel' (as
'h'oum) at 'd'ed' h'oum 'an' 'd'iv 'h'oum 'nacel'. A 'nacel'
'd'iv' 'd'oum 'an' 'd'iv' 'd'oum 'w'et 'a 'n' 'd'oum 'd'oum 'T' any
'd'iv' 'd'oum 'or 'h'oum 'w'ec 'n' 'd'oum 'd'oum 'T' any
'd'iv' 'd'oum 'or 'h'oum 'w'ec 'n' 'd'oum 'd'oum 'T' any

Entered at Stationers Hall.



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TO

BRITISH MOTHERS.

LADIES.

As among the many other virtues which distinguish the British female character, maternal affection is on all hands acknowledged to be one of the most prominent and striking features, the Author of the following sheets respectfully requests your permission to have the honour of inscribing them to you, and entreats your kind protection of them. Indeed, the introductory part of education, which they are intended to facilitate, falling not seldom to your lot, a circumstance which has necessarily made you better acquainted with the hardships attending it (hardships which

all your tenderness, patience, and friendly cares, have not always been able to remove) does likewise qualify you to be the best judges of their merit. Nor will the Author attempt to enhance the value of his homage, or to bias your judgement, by pleading the labours and meditations of years; the nights spent in digesting his theory, and days stolen from employment, which were his sole support, to ascertain by experiment the practicability of it, and to make his tribute more worthy of them to whom it was intended. Convinced, as he is, of your being untinctured with pedantry (the civil and abuse of which he is ready to encounter for your service if you should condescend to look favourably upon the task he has assumed) he refers his claim to your impartial reason, and hopes with some degree of confidence that you will not be biased in your judgment by the seeming violence which the novelty of his system may at first offer to your former received notions, when encouraged by the pleasing prospect of seeing your tender offspring tread with rapidity and delight that very path, to which

your

your caressing fondness could scarcely be able to allure them, and which they often have bedewed with tears. Should these pleasing expectations of mine, both of your applause and the blessings of the darling objects of your respectable anxiety, rescued by me from from the galling shackles by which they have too long been oppressed, meet with their full success, I shall exult with joy, at the idea of having offered some small return for the generous hospitality I have received in this country, and endure, unmoved, all the opposition with which stubborn prejudice may attempt to frustrate the labour of

LADIES,

Your most humble,

Most respectful,

And most obedient Servant,

THE AUTHOR,

and who with doubtless has much trouble or odds
about bloods and then however over
may to avoid them to an infinite gainfully
which will be sufficient with his own
house

TO THE

PURCHASERS OF THIS BOOK,

you will quickly and easily find out all
the things need go out and who doubtless
knows best I ~~know~~ that with him there
will be given to you and is very clear
intended and can not be better found out

THE Author of the present work, is so convinced
of its utility, and so anxious to extend the prac-
tice of the method he recommends, that there is
no trouble but he is ready to submit to, in order
to remove all the objections or resolve all the dif-
ficulties which could in the least puzzle those per-
sons who may chuse to adopt it.

In case therefore the directions hereafter given,
notwithstanding the care which has been taken to
render them as plain and intelligible as possible,
should leave room for some farther explanations,
or raise any doubt, they will be given or resolved
upon demand by letters directed to him (post free)
at any of the booksellers described in the title
page.

As the novelty of this system may embarrass at
first, besides the author's teaching himself agree-
ably

ably to it, he will attend six or eight times, without any charge, upon such purchasers of a book and a box of counters, as may wish him to superintend the practice of it. This engagement however, must be understood to be confined to town purchasers.

Persons who may think his terms of attendance too high, may be supplied by applying, as above directed, with female teachers whom he has taken the trouble to qualify, and who will be acknowledged by him as his pupils.

He will likewise establish the system in schools or other seminaries of education, and qualify assistants upon the most liberal terms.

N. B. The same method applied to French reading by the same author, may be had at the booksellers appointed for the sale of this work, or at Mr. DULAU's, Soho Square, and at Mrs. De BOFFE's, Gerrard Street Soho.

Altho' Mr. LENOIR has not depended upon his subscribers for the present publication, yet he feels extremely happy to have it in his power to return publicly his most heartfelt thanks to the persons hereafter named: and so much the more so, as most of them have been induced to countenance this work with their subscription, merely from the idea they have conceived of its utility, as eye witnesses

witnesses to the infallible and rapid success of the same method applied to the French language, and to which some had at first expressed the most absolute disbelief.

Names of the Persons who have subscribed to this Work.

- Sir James Lake, Bart.
- Miss Burnett, Kensington-square.
- Mrs. Jenkinson, Kensington.
- Mrs. Hottey, Kensington.
- Miss Harris, Kensington-square.
- Miss Kerby, Ipswich.
- Revd. Mr. Ormerod, Kensington.
- Revd. John Thompson, Kensington.
- Dr. Spence, Kensington.
- Revd. Mr. Cotton, Enfield.
- Mrs. Connop, Enfield.
- Miss Duval, Sloane-street, Knightsbridge.
- Mrs. Crook, No. 4, York-street, Covent-garden.
- Miss Longley, Great Mary-le-bone-street.
- Mrs. Wood, Upper John-street, Fitzroy-square.
- Mr. Noverre, Great Marlborough-street.
- Mr. Le Mercier, Kennington-place.
- Mr. Besley, upper Tichfield-street.
- Mrs Bacon, Newton, Berkshire.
- Mrs. Harrison.
- Mr. Auterac, Kensington.

INTRODUCTION,

THAT reading is the first path leading, I will not say to science, but to any trifling information, is too obvious a truth, to be long insisted on. But another position which, perhaps will not be so easily assented to, is that if any thing could keep pace with the utility of it, 'tis the inconsistency and preposterousness of the method by which hitherto it has been taught. Indeed they are such, that to be proved, we need only to attend to the disgust soon felt by grown up people, when not having learned to read in their infancy, they set about it in maturer years. The consciousness of their want, their closer attention, the greater strength of their understanding can hardly support, them through the drudgery: and for a few who with a deal of trouble to themselves and their teachers, compass the understanding, nineteen out of twenty, after a short trial, recoil from it

with horror; consoling themselves with the thought that, as their ignorance has not hindered them from going through life, they will not die the sooner, for continuing in it, altho' they may happen to be deprived of a few comforts. The truth is that as they are too far advanced in years for submitting to have reading beat, threatened or scolded into their heads, the irrationality of the method followed by the teachers, altho' both are unconscious of it, soon wearies their patience out; and they give up the undertaking, the one wondering at the stupidity of the pupil, and the other at the ill-nature of the master.

And yet, this is a pursuit in which we daily engage poor infants, in spite of the weakness of their little organs and understanding; to this, if we add that perpetual restlessness and the disgust for any thing requiring close attention, so natural to their age and which makes them so many locomotive little animals, the wonder will soon cease to be how their progress, notwithstanding the trouble taken with them, happens generally to be so slow; but indeed, how they happen to make any, with so many impediments in their way. Nor can they hope for any relief from our recollection of the roughness of the path, when trod by us. Time has obliterated the rememberance of every hardship; the sense of actual enjoyment only remains: and we are bent on procuring the same

same to them, against a time to come, even at the expence of present misery, because we believe it worth the purchase, and that it cannot be obtained otherwise.

Far from admitting this last part of the reasoning, the author of the present system is convinced the road may be smoothed for them, and hopes the method now offered to the public will be found to do it effectually, if prejudices do not rebel too much at the novelty of it. Perhaps in these times of innovation, it will at first view appear somewhat revolutionary; and that he would be glad to complete the revolution, he will not even attempt to deny. But this confession, together with the many efforts he may afterwards happen to make to forward the full completion of his favourite purpose, ought not to raise any alarm, since far from aiming at any effusion of blood, his main object is to prevent the effusion of tears.

To part with old standing prejudices or errors has ever been found to require some degree of courage, which men are not always possessed of; hence the necessity of a cautious and circumspect deportment in him who, whether through choice or duty, attempts to combat either. In order therefore to engage the reader chearfully to undergo the violence which at first may seem offered to him, he is humbly begged to consider; that besides the intrinsic beauty of truth, brought un-

der a new light before his eyes, another purpose is here aimed at; viz. of releasing the rising generation from shackles too galling for the tender objects oppressed by them. And if contrary to all hopes, the supporters of old systems, rather than procure their offspring comforts which themselves had not, should chuse to look supercilious at, and discourage the present attempt, leaving them the enjoyment of their own wisdom, the author of the present work will look up, for the approbation of more feeling parents, who set a greater value on the tears of their children. Those are the judges whom he shall appeal to, and is most anxious to be countenanced by, when he has convinced their reason; and to that effect he shall now proceed, first by exposing the inconsistency of the method hitherto in use; and next by calling their attention to the advantages of that which he proposes substituting to it.

*Inconsistency of the Method of teaching Children
to Read.*

It has hitherto been believed, both by parents, and those to whom they trust the care of their children's education, that the first step towards reading, was giving the little things an early knowledge of letters; and of course, more or less time is usually spent in teaching them what is called

called their horn-book, or otherwise their alphabet. Now, how far this notion is true, let us fairly examine. The method would be very proper, indeed, where the alphabet perfect and complete. But, that it is neither, is here boldly denied and attempted to prove.

First we say, grounded upon many respectable authorities on the subject, that the alphabet is incomplete; as it does not give us a full comprehensive list of all the simple elementary sounds to be met with in the English language.

To convince the reader of the truth of this assertion, he is begged to compare the six and twenty letters, commonly exhibited to the view of children, with the six and thirty real simple sounds to be found in English; and sure he cannot be so obstinate, as to contest the truth of the former position. For instance, in the alphabet, he will only find one A and one O for three at least; one single E, and one single I and one single U will likewise offer to his view, when the two first have two sounds each, perfectly distinct, which of course should each of them have its peculiar representing character; and the third (U) has no fewer than three different sounds wrapt up in the same form, and which likewise ought to be discriminated by signs absolutely different. Upon examining the state of consonants, which in the common alphabet are eighteen, admitting aspirate H

to be one, the deficiency is full six; since we do not find any proper simple representative of *ezb*, *tb* softer or stronger, *ng* (to which perhaps might be added its stronger *nk*) *ch* nor *sh*. Yet it cannot be denied that all these, *ch* excepted, are as truly simple elementary sounds or articulations as *b*, *d*, *p*, or any other which have been exhibited. As for *ch*, it may be objected, with some appearance of truth, that it is not a simple, but rather a compound sound of *t* and *sh*; yet, the coalescence is so easy, that if not quite a simple articulation, it has at least as much right to be considered as such, and to have its proper representative type, as *x*, and softened *g*, the first being a compound of *g* or *k* and *s* or *z*; and the sound of *d* and *ezb*. If therefore the six last mentioned consonants or articulations are not taken notice of in the alphabet, nor are allowed a representative sign of their own, the alphabet of course is incomplete.

Now the second position to be proved, is that the alphabet is imperfect. What must necessarily render an alphabet imperfect is the letters it consists of, not keeping invariably that sound which at the first setting out, each of them was meant to represent. For, the knowledge of it can be of no manner of use, as to reading, if it does not make the learner steadfastly acquainted with the right and proper sound of each and every letter exhibited in it. Nor will we, in the present disquisiti-

on,

on, avail ourselves of the silence to which some letters are occasionally reduced, to prove the point now in hand. These cases, altho' tending much to diminish from that preciseness which constitutes the beauty of language, must be classed among those unavoidable anomalies, to be learned in time by practice. But letters waging a perpetual war of usurpation, by assuming the power of one another, or changing the proper original sound of those to which they are joined, thus invested with a power totally different from that at first assigned to them in that list, of which the study, when entered upon, was intended to make the learner acquainted with their real value, must necessarily make the alphabet very imperfect, indeed. The better still to explain our meaning by instances; H is given in the alphabet as the sign of aspiration or strong breathing. Coming after c, it adds the value of T before, and changes the soft sound of C or rather S, into that of SH, as *church*. S strongly hissed in the alphabet, as exemplified in *snake* or *sister* becomes Z in *rose*, and S again in *case*. Z laid down as the representative picture of that gentle buzzing articulation heard to begin *zodiac*, assumes the power of EZH in *azure*; and that never satiated usurper S to *measure* how far he can carry his incroachments, sets up in *usury*, and leaving off what was his own, reigns uncontrouled over *treasure*. More examples, indeed, might be brought

brought in a numberless heap ; but if these, together with what has been laid before are not sufficient to prove the imperfection of the alphabet, added to its deficiency, we wish to meet with the person to inform us what imperfection is.

To the *deficiency* and *imperfection* of the alphabet, as if not sufficiently obstructing the progress of infants, when set about learning to read, must be added its redundancy. Many single sounds, and others the complexity of which is so trifling, that they may be considered as nearly simple, have several and various letters to represent them. For instance, the sound K is again represented by Q and by C ; the sound J by G ; the sound S by C ; the sound GZ and KS by X ; the sound Z, often by S ; this last again is intrusted with the function of representing the sound of C soft, as it is called ; and this very soft C which by combining with H had helpt to produce the sound heard in *church*, by means of a fresh league with the same H, usurps the power of K, and thus completes the present *chaotic* account which we are sorry to say, is not much unlike *chaos*. What a heap of inconsistencies ! The mind, on reviewing them, sickens at the idea that all these sphinx-headed riddles, for they cannot deserve a better name, are daily given to infants to resolve, as if they were so many little *edipuses*. Sure that teacher must, at best, be a great Vandal, who can find in his heart to strike

a child, because he cannot extricate himself from this labyrinth; for then it is adding violence to absurdity: and yet, that such is often the case, can hardley be denied.

But learning the names of letters, as given in the alphabet, and afterwards calling them by those names, as done in what is commonly called spelling, in order to find out their final produce, is another inconsistency no less absurd than any exposed before.

Perhaps it will be answered that as these have been formed by **ANOMATOPOEIA**, they cannot but be of service to ascertain the power of the letters described by them. But without suffering ourselves to be silenced by this seeming powerful objection, let us examine how far the truth of it goes. Granting, therefore, that to have been the case, we will deny that **ONOMATOPOEIA**, which presided over the imposition of the names assigned to letters, to have been of the most judicious kind. Indeed, if it be remembered that the names of things are nothing else but an abridged definition of them, and that it is the character and province of **ONOMATOPOEIA** to add to the definition of their nature, a description of their effect, we will be supplied with every requisite to enter upon a fair examination how far the laws both of definition and description have been kept unviolated. Now, that the definition must be

universal, or expressive of all the particular species included under the idea of the thing defined, is a principle acknowledged by any one, ever so little acquainted with the first rudiments of sound logic. If then the name *see* defines the nature of the letter it belongs to, as represented in the word *cyder*; and *jee* does the same of *g* in *generous*, yet leaving us in the dark about the nature of both in the words *domestic*, *calamity*, *big* and *god*; what then becomes of the universality of the definition? Should we grant the letter *c* in *domestic*, *calamity*; and *g* in *big* and *god*, to be included in the definition of both, as applicable to them in *cyder* and *generous*, where are we to find the other requisite of a proper definition, its *peculiarity*, or fitness to the defined thing alone?

Now, as to the propriety of the **ONOMATOPOEIA**; if the description of the power of the two abovementioned letters, as exemplified in *cyder* and *generous*, be adequate, can it be considered as such, exemplified in the words *domestic*, *calamity*, *big* and *god*? are we not rather authorised to say that the laws both of definition and description have been grossly violated, as well as those of reason, in giving these letters names disagreeable and repugnant to their most common nature and effect? To put this last part of our argument beyond dispute, we need but to offer the reader an arithmetic demonstration; which is that

that as C becomes K, and G assumes the hard guttural sound, after the five vowels and before three of them, the choice of the names given to these letters must prove perfectly absurd eight times out of ten; if not intended originally to mislead the ear and reason from their real nature and power.

This objection to the names of letters, thus made good, as applied to consonants, it behoves us to try if it can be equally supported, as applicable to vowels. Out of the six commonly laid down in the alphabet, we will only select three, not to enter into an investigation which might become too tedious by the repetition of the same arguments. We therefore will begin with *a*; allowing that its name may lead us effectually to the right sound of it in the word *bate*, how can an infant derive any help from it in *bat* and *ball*? upon submitting *o* to the same reasoning, we find that he can obtain still less assistance from the definition or name of that letter, when to apply it to *will* or *well*, the name of *y* will not prove less exceptionable, since if any how descriptive of its power in *my* or *satisfy*, it will become an absurd contradiction in *many*, *easy*, *probity*; and yet that it mostly affects the sound heard in these last words, may easily be brought beyond doubt, by another arithmetic enumeration of all the words where it makes its appearance.

As a farther proof of the uselessness, not to say of the bad consequences of the names of letters called in common spelling, it may be added; that if the pupil is in some degree assisted by them, in the right utterance of what grammarians call semi-vowels, such as *f, l, m, n, r, x, s*, the case will prove quite different, with those called mutes, such as *b, d, p, t*, and the rest. For, as in calling these, the auxiliary vowel at the end, besides being the most permanent sound, and perpetually striking the ear of the infant in the same manner, it of course engrosses his whole attention, and hinders him from noticing the flitting power of the consonant or articulation which precedes it.

This inconvenience, indeed, had already been animadverted on by Orthœpists of eminence, such as SHERIDAN and BUCHANAN; and the little attention paid, in spelling books printed since, to their judicious recommendation of prefixing the auxiliary vowel to the consonant of which it helps the articulation, can but make the author of this dissertation fearful of losing his present labour, since men intitled to so much respect, on the subject now in hand, have not been able to triumph over so barbarous a custom.

The truth is, that calling *b, d, p*, by the names of *eb, ed, ep*, would make a child more sensible of the true power of these letters, and better assist him in coupling them with the subsequent

subsequent vowel, than calling them *bee, dee, pee*; whereas by this last method *e* being the sound which last affects the ear of the learner, he is compelled to make use of that metaphysical faculty, recollection or memory, where the physical one, his sense of hearing, would infallibly effect the purpose. It follows then, from whatever has been said, that calling the names of letters, whether vowels or consonants, ought upon any account to be left aside, since the main object is giving the pupil a just idea of the sounds represented, let the names of the representative signs be whatever they will. For, as these names, instead of being mere elementary simple sounds, are in fact, if not quite whole words, at least combinations of various sounds, the superfluities of these must of course be thrown off in syllabication: and thus an infant is required to make use of another metaphysical faculty, viz. that of abstraction. Why not then to require him to be a complete philosopher all at once?

To the difficulties just exposed, must be added the necessity of filling up the chasm, remaining between the common Alphabet and the real one. The common Alphabet, partly Roman and partly Greek, answered fully the purpose of those it has been borrowed from, as they had no more simple sounds, than letters exhibited in it. But the real English Alphabet has at least ten simple sounds

ounds more, the representation of which has compelled to recur to various contrivances and shifts; these, although justifiable by custom, are not the less distant from truth, when compared with what has been laid down, and must be inferred from the first exhibition of the common Alphabet. In teaching children to read, it ought to be remembered that we deal with little animals, endowed merely with senses; and that whatever is repugnant to their senses, if not absolutely false, to them at least is apparently so. When attempting to deal with their understanding, you attempt to deal with a faculty at best asleep; nor is it in your power to awake it, before it has taken its full nap. On the contrary, you may lead them to the discovery of any truth, by establishing the feeling, hearing, seeing, tasting, and smelling, as the judges. Then the frequency of the experiment will make its due impression on the brain; the consequences will afterward be entered in the records of memory; and this, when making her report to the understanding, will obtain its assent or dissent; but even then, the senses will again be called for their testimony, and have a great influence on the judgment passed.

What then must the little creature think, when calling *es*, *atch*, double *e*, *pee*, he is expected to say *sheep*, and happens to be scolded if he does not?

not? Will not his calling *a, em, bee, tee, i, o, en*, converted into *ambition*, induce him to look upon his teachers as his tormentors? When then he is bid to say *pee, el, e, a, es, you or u, or, e*, and has his ears boxed by an unfeeling teacher for not finding *pleasure* out of all this stuff, is he not somewhat justifiable to imagine the Vandal takes his delight in making him miserable? After having said *el, e, a, dee, lead or leed*; upon his being required to say *dee, e, a, dee, dead*; can he help hating a life which he must drag oppressed under so heavy a load of seeming absurdities? Indeed, so revolting have they appeared to the author of these observations, ever since they have engrossed his thoughts, that whenever he heard an infant saying *es, tee, a, tee, you, e, statue, or stat-shu*, he was always petrified into one, whether the child had pronounced it right or wrong; and although he should have repeated it to him a thousand times, he would have thought himself the greatest tyrant upon earth, had he offered to strike the poor little thing for not knowing what to make of this word, all the letters of it being thus called. Nor would it be a difficult task to expatiate longer upon this subject, and bring a whole volume of such inexplicable puzzles proposed to them; but if the reader has not been convinced by this time, of the inconsistency of dwelling so much upon the

names

names of letters, since they cannot lead to the right utterance of the various combinations arising from them; and that the chief object ought to be teaching young pupils the right sounds, let the names of signs made use of, in the picture of them, be what they may, he must be given up as incapable of receiving conviction: and no other course is left to us than leaving off our present labour, or going on with it, supported by the consciousness of its utility, whether he approves of it or not.

An Exposition of the new Method of teaching Children to Read.

After having endeavoured, as far as it laid in our power, to pull down the gothic structure of the old method of teaching children to read, it behoves us, not to be ranked among those mischievous spirits, who delight in nothing but ruins; to give the reader an idea of the new fabrick intended to be substituted in the place of it. Upon observing the fondness of children for prints, or to use their own language, for pictures, and noticing, that all the objects thus offered to their view hardly ever fail making the strongest impression on their brain, notwithstanding its extreme softness, the experiment having proved

proved fully satisfactory in French, it was conceived it would not be less so, applied to the English language. Why the brain is more retentively tenacious of ideas or perceptions received through the medium of sight, than of those conveyed to it by the help of other senses, is a question perhaps not very easy to resolve. Yet if we reflect that the sight, of all the senses, is the first put and mostly kept in exercise, we must admit it to be endowed, by practice, with discriminating power, far superior to the sense of hearing, smelling, &c. The mistake, in case of any, about the cause, is not perhaps of very great consequence at this moment, as long as the effect is certain: and the wonderful success obtained in teaching French reading and pronunciation in that manner, convinced the more the author of this system of its applicableness to English reading. He resolved therefore to avail himself of this innocent passion of infants for prints, to convey to their minds, a permanent idea of sound, by making his way to it all at once through their eyes and ears. Nor did the necessity of multiplying the elements beyond the usual number excite any fear in him. For, besides a greater discrimination attending this method, the objects exhibited to the view of the young learners have the effect, too little sought after, of pleasing their eyes and amusing their little fancy. These, they

arrange so easily in their memory, that when you come to substituting the sounds exemplified by the prints, the substitution, instead of proving laborious to them, does rather elate their little vanity, to that degree of making them imagine they are gifted with the power of conjuration. The grand point towards that purpose was to ascertain, out of all the words of the language, the radical sounds and most frequently returning combinations of the same, together with their duplicates and derivatives, whether represented with one or more letters. Upon a diligent and studied investigation, these were made out not to exceed eighty four, but might even have been reduced to somewhat less, had it not been prefered to take a greater latitude inclusive of more examples, rather than to puzzle the juvenile student by contracting too much the system. The next operation was to select as many sensible objects, out of nature or art, the names of which should become an emblematic representation, exemplifying them in the most forcible manner to the ear. This last, by this method, having been duly prepared, the eye is easily reconciled with the uncouthness of the typographic representation, when substituted in the place of the emblematic, having been in some degree prepared for it, by objects more agreeably shaped.

these

These four and eighty symbols or emblems, are divided into four sets ; the first consisting of four and twenty, comprehending all the consonants, together with the most common double ones. In the two next, each consisting of twenty, are included the vowels and diphthongs, together with their most usual combinations with consonants, the power and value of which has already been ascertained by the child, as he went through the first set. Indeed, this previous knowledge of the consonants upon consideration, has been found necessary, as by it, the pupil is prepared for the subtraction and shifting of them. For, as several of the short English vowels could not be exhibited in a final position, since it is the accession of the following consonant which makes them to be what they are, this circumstance would have compelled to multiply the instances to a degree too burthen-some for the memory to retain. The fourth set of emblems, likewise twenty in number, includes the most unaccountable anomalies and greatest irregularities to be met with in reading, which being thus set apart, do not clash with, nor perplex the former lessons ; but are easily arranged in their turn in memory, and compleating the system, enable the pupil to make his way through the most irregular and difficult combinations.

Thus much, It is hoped, will prove sufficient to give the reader an idea of the principles upon

which this method is grounded; we will therefore abstain from saying any thing farther at present on the subject, as the whole spirit of it is to be fully displayed in the directions how to use the apparatus, and in the several observations, to which the following lessons will give rise. Yet as a proof that this is not a mere idle speculation indulged by us in the closet, we will offer the result of two, out of more experiments, by the help of which we endeavoured to satisfy ourselves of the practicability of the system, and procure it all the perfection of which we conceived it susceptible.

The first was a little girl, only three years old, whom the author of these sheets undertook to teach in this manner, and who, with a little coaxing and a few sugar-plums, learned the four and twenty first prints in three lessons; and so steady was she upon them that in three more lessons, at sight of the letters on the back of every counter, she immediately would tell the object represented by the print on the other side, as if she had seen it, and readily uttered the echo of every one as she had been taught. To make this plainer by examples, upon seeing *m* she would have told you it was the *drum*—*m*; if shown *x* it was the *fox*—*x*; if she was presented with *þ*, it was the *fish*—*þ*; and *f* being given her, it was the *knife*—*f*; and so on with the rest, hardly ever hesitating, or missing the right name of the object given as an example

ample of the sound or letter for which it was meant. It must be here observed that in calling these consonants, great care had been taken to avoid telling her their names, as laid down in the alphabet ; but that she only knew them by their respective exemplifying emblems of *drum*, *fox*, *fish*, *knife*, &c ; laying the stress on the last letter or sound somewhat lengthened, that her ear might be more sensible of its power. Having been led in the same manner through the two next sets, in the course of sixteen lessons, she was able not only to call merely the echoes, making abstraction of the exemplifying words, but even to join them into syllables. Thus upon showing her *cb-at-t-er-ing*, these letters which stood in her memory under the form of *church*, *bat*, *cart*, *spur*, *king*, being reduced into the echoes resulting from the words, and brought into contact together, she gave out instantly *chat-ter-ing*. If she met with *b* which she called *globe* and *oy* which existed in her little mind, under the emblem of a little boy riding on a stick, she immediately gave out *boy*. Upon *m* and *an* being offered to her she tried the echoes of *drum* and *fan* and uttered *man*. *sh* and *ip* she made out *ship* from being the echoes of *fish* and *tulip* : to these, if *p* and *ing* were added, the echoe of *ape* and that of *king* led her to *ship-ping*. When she accidentally happened to be at loss, which was very seldom the case, she was never told, but only bid

to

to call the print, or think of the picture, and that immediately set her a going. This method thus followed soon enabled her to read very long words. For, with it, there is no occasion to go through the tedious and unsafe process of monosyllables, disyllables, &c; the pupil making his way with equal ease through a word ever so long, as he would do through a word of two or three letters. In short, in the course of six months she could read fluently in any book which fell in her way. She had however all the while laboured under a very great disadvantage, namely that of not being able to practise at home by herself or with her friends, and of course of being reduced to one single lesson a day, when she was brought to the author of this method. For as his apparatus, consisting of counters made of pasteboard, had given him much trouble in the making, he would not trust it out of his sight, for fear of its being partly lost or destroyed. Had not that been the case, and if the child could have been exercised more often, there is little doubt but she would have read a month or two sooner. Another inconvenience strongly felt both by the teacher and his little pupil during all the time, was not having the progressive lessons which constitute this system properly digested and printed in a book; as this last circumstance obliged him often to trespass upon the good nature of the infant, by making at times

times the lessons somewhat longer than her little attention could bear without being fatigued. Had he been able to have spared another apparatus and a proper book, her friends having thus been in possession of the key of the system, they might have spared both a deal of trouble, by exercising her when in the humour; besides every counter, had they been solid enough to have born rough handling, would have become instruments of play and instruction at the same time, and she had been at liberty to have left off or resumed her study as her fancy had led her to do either: Whereas, as things stood, her inclination could not be consulted, a circumstance which occasioned her being kept at it sometimes longer than discretion strictly prescribed.

The second experiment was made on a boy seven years old. The child had been kept for two whole years upon Dilworth's spelling-book, and could not combine five letters together. His ear was so defective that it discriminated no sound, and confounded any letter with another. We then offered trying the effect of this method upon him, and in three months had the satisfaction of leaving him reading fluently Goldsmith's History of England. In short, several other experiments have all convinced us, that we have avoided all the inconveniences we have reproached to the old practice, and we remain confident,

confident, that on a fair trial, it will be found that not only we have succeeded, but have even obtained advantages, not to be expected from the method hitherto in use; among others we hope we may be allowed mentioning that of procuring the nicest sensibility to the ear, and the most accurate pronunciation. But of that, the reader will be the better enabled to judge, as he goes through the following directions how to use the counters.

Method of using the Counters.

First, you are to begin with the set intended to give the children an idea of the consonants, whether double or single. Out of this, consisting of four and twenty, you take two or three, or more at a time, never exceeding six in the beginning, to avoid confusion. Then showing the child the side of the print, you tell him the name of the object it represents, making him repeat after you both the name of that object and the final of it, in a kind of echo. For instance: let us suppose the prints to be *death*, *bare*, *ape*, *bridge*, *cock*, and *rose*, you will teach the child to say *death—th*; *bare—r*; *ape—p*; *bridge—j*; *cock—k*; *rose—z*; and so on with the rest; you must observe, as you proceed, to make the echoing sound as short as possible,

possible, and yet be careful to lay a sufficient stress upon it, that the ear of the pupil may at once ascertain and distinguish it. But great care must be taken not to put *e* or *ee* after it, as commonly done in the usual way of rehearsing the alphabet. Perhaps, it will be objected, that consonants having no real sound but by association with vowels, they cannot be uttered without the help of some one or other; and admitting the truth of the objection, we still insist on recommending the echoing sound to be made as nearly like that given to the letter, in the word assigned for its standard. That it will be found somewhat difficult to utter the final consonant, unassisted by a vowel, is granted; but then the *u* short as heard in *sun* or *but*, ought to be prefered to any other vowel. The reason which should determine the preference, is that *u* short being the most rapid of all the short English vowels, it will less confuse and disguise the genuine sound of the consonant to which it stands as an auxiliary; unless you should still prefer the sound of *e*, as heard at the end of the article *the*, when before a noun beginning with a consonant, as when you say *the man*. Indeed, the change of either of these last auxiliary vowels into any other which may afterwards come to take its place in due syllabication, will prove much less intricate, and commit much less violence upon the

ear of the child, than that of the full open *ee* would do.

Secondly, The prints well known, and their respective echoes easily produced, you are then to turn the lettered side of the counters upwards, fixing the attention of the child on the letter, and making him call it by the name of the print, not neglecting the echo. If you assign a small reward for every counter properly called at sight of the letter, or give the encouragement of praise, you can hardly conceive how soon these four and twenty symbols, together with the letters of which they stand as representatives, will be gone through. They will seldom require more than four lessons to be thoroughly mastered.

Thirdly, This being obtained, you tell the child to whisper the emblem to himself in so low a voice that you may not hear it, and then to utter the echo as loudly as he can. Of this you give the example yourself, to put them in the way. This little exercise, if rightly managed, will soon be got the better of; and that so completely, that in a short while, at sight of the letters he will give out their right articulation, without having occasion to call the words at all. Yet, should he, at times hesitate, remind him of the print, and of calling it together with its echo, but never mention the name of letter. Another recommendation

tion not to be omitted here, is that altho' you find various letters behind the prints of every counter, you must at first only call the attention of the learner to those which are at the top. The middle ones representing final syllables as *the*, *re*, *pe*, and those at the bottom exhibiting capitals, together with the duplicates when there are any, are to be left alone, till a later period, when the infant is perfectly acquainted with the top letters. It is not that he will absolutely wait for your leave to take notice of them; for it has been found by experience that, by frequent handling of the counters, these had likewise arranged themselves in the memory; and when the author of this system would proceed upon them, he often found the pupils as steady in that respect, as they were upon the others.

This first set once gone through, as above directed, which will seldom take up more than a week, you may proceed to the second. But care ought to be taken not to force the little creatures too much, particularly if the pronunciation is not perfectly free and easy. Very few instances of impediments do really arise from a vicious conformation of the organ. Out of an hundred cases, ninety nine proceed from not having given time to the ear to receive a distinct idea of sounds; or from having forced some parts of the organ to perform before their having acquired the necessary strength.

Therefore the teacher should be strictly guarded against his own hurry or his pupil's. For altho' the sense of hearing is in some degree co-eval with him, it must however be remembered that it is in some measure to go through a kind of pre-
tence-
ship; and that sounds, imperfectly heard, can be but clumsy imitated. It will therefore be advisable to allow rather a week more, if necessary, than expose the infant to stammer or lisp all his life-time. This particular has been so much dwelt upon, through a wish of not having the present method deprived of what is considered as one of its greatest advantages; that of leading to a distinct and articulate utterance.

Fourthly, As you proceed upon the second set of counters you act as you did for the first, making the child acquainted with the objects represented by the prints, always paying a proper attention to the utterance both of their names and their respective echoes. But as you come to the typographic representation, a little difference is to be observed. You must have remarked that in the first set the echo whether consisting of one or more letters, was however a single articulation, whereas here it will be a whole complete syllable, either composed of vowels or always including some with the other letters of which it consists. The stress therefore is not to be laid upon the consonant only, as it was the case before,

but

but upon the whole syllable. For instance let us suppose the prints to be the *tulip*, *spur*, *shoe*, or *saw*, you are not to say, as you did before. *tulip*—*p*; *spur*—*r*; but you must take the preceding vowel along with the consonant, and say *tulip*—*ip*; *spur*—*er*; *shoe*—*oo*; *saw*—*aw*. The difference of this mode of proceeding may at first puzzle the child a little, but he will soon be reconciled to it: and you will perceive it has been attended with the effect of making him quicker at catching the echoes, tho' ever so different; and of course has rendered his ear more acute, by increasing its power of discrimination. In case of hesitation or mistake, you are to do here, as recommended before, and bid him recollect the print, or show it him, if forgotten. As he becomes acquainted with a greater number of prints, and combination of letters, you should not neglect exercising him upon them, including both the new and old ones, and mixing them together, till convinced he knows them thoroughly. This may be done, under the allurement of play either by himself, or with the teacher. If with the teacher, let the encouragement of reward be held forth, or praise bestowed. Here again be sure to fix the pupil's attention upon the letters at the top only, leaving the duplicates of the sounds exemplified to be noticed at a future period, when you are

are certain he is perfectly steady and in full possession of the top or radical ones.

The same course is to be followed with the third set, as was practised with the second. Having proceeded thus, a month at most will be sufficient to have him master of the first four and sixty counters, both prints and sounds, at least as represented by the letters at the top of them. Then is the time to use the book, going gradually from the first lesson, till you have been through the table of syllables. You may likewise teach the learner to syllabify with the counters in the following manner. First take out of the first set any counter which you please; yet, at the first setting out, the preference should be given to such as have the exemplified sound represented by a single letter. This shown, and the echo uttered as usual, you exhibit another out of the second or third set, at random. Next placing them by one another, observing the consonant must be put on the left side, to have it begin the syllable, you bid the infant utter the final echoes successively in the same order, recommending him to listen attentively, all the while, to what he says. When each echo has been uttered separate and distinct, and you are sure a due attentive listening has been given to them, you then bid him utter the same all in one, without leaving any interval of time between the two echoes. This well attended to,

it

it is ten to one that the child, whose ear by this time has acquired a pretty nice sensibility, will in some measure rush of his own accord upon the result of this new combination, and speak it out with a single impulse of voice. Yet, should he happen, as he first enters upon this exercise, to be puzzled, you must help him. Suppose, for instance the counter to be taken out of the consonants to be *v* or the *glove*; and that out of the second and third sets you have brought *shoe, negro, butterfly, tulip, spur* or *king*; after having asked for the echoes, if the result has not been found, you proceed yourself, as if you wanted to make it out. Then you say with a pretty forcible accentuation, as before recommended *v* and pass to the next saying, likewise loud, *oo, o, i, ip, er, ing*, and resuming *v* you carry it over the second sound, keeping still a little interval between, as *v-oo; v-o; v-i; &c*: and afterwards, with no interval at all, you say *voo, vo, vi, vip, ver, ving*.

Indeed, the child will not long stand in need of such an assistance; for as he has hardly any strange matter mixed with the radical sounds, he is not, as in the common method, at the trouble first of throwing it off, to join afterwards what remains. Here, he has but to blend together the two elementary sounds, distinctly heard, and bring them into a single whole. You have then but to go on in the same manner, prefixing the same consonant

to

to each counter of the second and third set ; taking likewise successively every one of the first, for the same purpose, in whatever order you please.

Upon finding the pupil pretty expert at this last exercise, either with the counters or in the table of syllables in the book, you may then venture to make him acquainted with the duplicates of the sounds, and proceed with them in the same manner. And as he may happen to start his objections at the oddity of so many various representations of the same sound, it is your business to reconcile him to them by little amusing observations best suited to his age. In the course of his practice, both in French and English, when the author of this method found himself thus pressed, rather than enforce a pedantic authority, he always endeavoured to convince the reason of the juvenile objector, that it ought to be so. For instance, if the various representations of *e* which stood in his memory in the shape of *a bee* were the objects brought into question, the answer was that it was for his own good, and that if there were but one *bee*, he would be very badly off: for as it was the business of bees to make honey, a single one could not produce enough for his breakfast ; and then he must go without. If questioned why those bees were so different from one another, some other answers as convincing as possible were recurred to ; supposing the child to be a boy, he was asked if

he

he was not a man, a question which vanity seldom suffered him to resolve with a negative: the author then asked, if himself and his father were not men too, and upon his answering yes, he was then asked why he was not like both in dress and size, since a man as well as either of them? should the duplicates of the *chair* be objected to, in point of number, he was soon made sensible of the necessity of more chairs than one; since with a single one, when he would be sitting, his papa, mama and every body else would be kept standing, what certainly was not right.

Here the author cannot help taking notice of an objection made to him at times, by persons who charged this method with being complicated, and blamed the little chat just mentioned. First he will boldly deny the charge, at least, for the child. If it be so, it can at most be for the teacher; and these are perfectly unfit for, if not unworthy of, their profession, who declining a trifling labour, will throw the whole drudgery upon weak infants, as if able to conceive the advantages of instruction. Next, how can humouring them, disguising the hardships of study and application, displaying their reasoning faculties, familiarising them with truth, be stiled complication? But, as the charge was denied with regard to the pupil, it is so now, with regard to the master,

for whom grounded upon experience, it is maintained this method will prove much less laborious than what they have hitherto followed; since except in the first lessons, they will hardly have occasion to speak at all; as it will be sufficient for them to stop the learner, when wrong, and on so doing, they will have the satisfaction to see him correct himself.

As to the fourth set, the object whereof is to acquaint the pupil with the chief anomalies, he may chance to meet with, and which he must get the better of, before he can read with any steadiness and fluency; it must be let alone, till you have gone through the gradual and progressive lessons which lead to it. What has been hitherto laid down, if well attended to, must be found sufficient to give a full idea of the principle on which this method is rested. If any prejudice should still remain, not the least doubt is entertained, but experience will in time triumph over it. Yet let us be allowed still to warn those who will adopt it, either for good, or merely for experiment's sake, not to be too precipitate, nor to pass over from one lesson to the next, till the preceding one is perfectly mastered. A proper attention ought likewise to be paid to the various observations which will occur in the course of the work, and which could not make a part of this

this introduction, as then, they would have been rather out of place. We cannot dismiss this subject without answering two more objections which occasionally have been thrown in our way. The first is that this method is prejudicial to orthography, since children are kept in the ignorance of the names of letters, and their division into vowels and consonants. We therefore will maintain upon a double consideration that it is not at all the case: for altho' this system requires children not to be told of the names of letters, it has not been said, nor indeed was it meant, that they should for ever be kept in an ignorance of the matters alluded to. But as the knowledge of them is a part of grammar, it will be much safer to have it put off till they are old enough to be set about learning a short system of it. Secondly, we still insist that pupils taught to read by this method, if called upon to resolve a word ever so long into its component parts, will not mistake nor confound them more than any other child taught in the old way. Nay we will readily engage that were we to dictate a passage out of any book to two children, one taught after this and the other after the usual mode, upon a comparison made our pupil will be found the most accurate.

The other objection is that this apparatus of counters is rather expensive. To this may be

replied, that the counters, which are very useful, and give a great ease where they can be afforded, can however be dispensed with; and that the book alone and the plates will ultimately be found sufficient. The counters, indeed are more for the child, and the book for the teacher. By the help of the former, labour is disguised, and the learner, as it has been said before, has it in his power to review his lesson as well alone as with the master. The contrast of the colours of each set amuses his fancy. The *pictures*, to use the language of children, become companions of his play. The *cock*, the *eagle*, the *fox*, the *bee*, the *butterfly*, and the rest, become his instructors, nor is he frightened by their severe aspect, as they never scold him. Besides a single apparatus, with a little care, can do for a whole family, nay for a whole school. It ought therefore always to go along with the book, wherever the expense can be no object. But where it may be one, we repeat it, the plates in the book may supply its place, nearly with the same effect. Yet a child, as it has been said before, will derive a great deal more ease in his progress, if the counters and book go together.

For the convenience however of those persons who would not be at the expense of them, they are to proceed with the plates as follows; Let

them
Ensepi

them show the first row of emblems exhibited in the first plate, and teach the child their respective names in calling them *glove*—v; *church*—ch; *urn*—n; *spade*—d, and so on. The child being steady upon them, you next show him the letters *v*, *ch*, *n*, *d*, in the first lesson, bidding him call them by the same names, for the rest acting as directed for the counters. When found master of these, you show the next four, and so on to the end, always substituting the letters to the emblems when you are convinced they are fixed in the child's memory. You afterwards make him gradually drop the emblems, to give you the echoes alone, at first making him call the prints in a whisper to himself, and then utter the final sounds loud.

You next proceed upon the second plate in the same way, taking only a row at a time; let it be, for instance, the *crown*—oun; the *bee*—e; the *saw*—au; and the *jew*—u. When all these are well known, you go on with the rest of the emblems of the three plates, just as if you were proceeding upon the counters. It were useless to extend these directions farther, as it would hardly be any thing else but mere repetition of what has been said before. We shall therefore dismiss the subject for the present, observing only that by this method you can teach two or four

children

children at a time, availing yourself of emulation (a very great advantage for schools) whereas by the common method you are obliged to take the pupils one by one. For all the rest you are to act as prescribed, if you were proceeding with the counters.

THE

THE
LOGOGRAPHIC EMBLEMATICAL

English Spelling Book.

LESSON THE FIRST.

*An Explanation of the Emblems of the
First Plate.*

Glove	v	Drum	m	Hare	r
Church	ch	Fox	x	Knife	f
Urn	n	Death	th	Cart	t
Spade	d	Horse	f	Fish	sh
Ape	p	Camel	l	Table	bl
Cock	k	Sickle	cl	Bridge	j
Globe	b	Nest	ft	Rose	z
Dog	g	Casque	sk	Eagle	gl

*Consonants corresponding to the Emblems of
the First Plate.*

v ch n d p k m x th f l cl r f t sh
bl j b g ft sk z gl.

The same rehearsed in another order to avoid the effect of Rote.

r gl j b f z bl g st sh sk t cl v
k m ch l x p n s th d.

The same in another Order.

b r m v g ch f x st n th t sh d
sk p s l z bl j cl k gl.

The same differently arranged.

sk g b st z gl j r f bl t sh n cl l x
s v th k p ch d m.

LESSON THE SECOND.

An Explanation of the Emblems of the Second Plate.

Crown on Tulip	ip Glass	af
Bee	am Cage	age
Saw	a Negro	o
Jew	are Hay	ai
Butterfly	en Fan	an
Spur	ar Hat	at
Cow	oo —	—
		Final

Final Sounds corresponding to the Emblems
of the Second Plate.

oun e au u i ip am a are en as age
o ai an er ou ar oo at.

The same rehearsed in another Order.

at en e age oo are as oun o auh aine u
an i er ip ou ar am a.

The same in another Order.

o at ai am a u e au i en age an oo
ar as are oun ip er ou.

Finals corresponding to the Emblems of the
Two First Plates mixed together.

d i n u ch au v e x oun g k en m
are th a f am l ip cl r an f ai t o
sh age bl as j b at g oo st ar sk er
z ou gl.

The same differently arranged.

st an bl or ai th age p af v sk ip
j am f are f a k en ch z i b u
t oun l au m e n gl at sh oo g
ar cl ou x er d.

4

An Observation.

IT will perhaps seem strange that, in contradiction to the established usage, when exemplifying the sound of *a* in its separate state, we have chosen *Umbrella* for its emblem; which must certainly look as if we meant to change the English name of that vowel, as set down in the alphabet. This, however, is by no means our intention: but, besides our proceeding upon a principle perfectly independent from the names of letters, we have been influenced by motives, the force of which, we hope, will be admitted by the reader, when submitted to his consideration.

1st. Upon a very minute and diligent examination of all the words, where this letter makes its appearance, we have observed that the sound here exemplified, is by far the most prevalent; since the utterance of it conformably to the alphabetic name, takes place only when forming a syllable by itself, as in *amen*; or when ending a syllable in the body of a word, as in *matron*; or when the consonant, which follows it, precedes *e* quiescent. Now if the exceptions to these rules, subjected in a great measure to the seat of the accent, are taken an account of, and it be considered that as an impeller of the eighteen consonants which may successively follow it, the sound here described most generally prevails, we may hope to escape the charge of idle innovation,

A second inducement to prefer this exemplification was its being more agreeable to the sound affixed to that vowel in almost all the other languages, as by so doing, we prepare beforehand our pupils for the right utterance of it, against

against the time when they are to engage in the study of them.

The last, and we conceive the most powerful reason of all, is the opening of the mouth to pronounce it that way, being the most natural, since practised by the infant in the cradle, as may be observed, when pleased: whereas the slender English sound, such as it is heard in *bate*, does necessarily require the assistance of institution to be properly imitated. Nor can we be accused of having excluded it from our system; since we have produced several instances of it, both by its most common duplicate *ai* in the rick of *hay*, and in the words *cage*, *chair*, and some others to be seen in the third plate..

LESSON THE THIRD.

An Explanation of the Emblems of the Third Plate.

Boy	oi	Kite	ite	Foil	oil
Mill	il	Gate	ate	Limbeck	ec
Stag	ag	Arlequin	in	Sun	un
Well	el	Bed	ed	Stile	ile
King	ing	Top	op	Crane	ane
Shepherdess	ef	Basket	et	Lyre	ire
Tub	ub	Pink	ink	—	—

Final

**Final Sounds corresponding to the Emblems
of the Third Plate.**

oi il ag cl ing ite ate in ed op oil

ec un ile a ne es ub et ink ire.

The same rehearsed in another order.

op oil ire oi ink ag ed un ec il ub

el ing es ile ate in ite a ne et.

The same differently arranged.

in op ub oil ing oi es ire ink ile ag
cl ate ed ite un et il a ne ec.

**The Sounds corresponding to the Emblems of
the Three Plates recapitulated.**

u el d ing au n il e ch oi oun v
in i p a k ate ip m am ite x ag
en th age af l are s ed op cl oil ire
r ec o f un ai t ile an sh a ne bl
er ink et j ub es b ar g st ou z
at gl oo sk.

LESSON

A Table of Syllables.

LESSON THE FOURTH.

A Table of Syllables.

m mm me M

moi mil ming mel min mate mite mag
mire moil mop med mec mun mile mane
mink met mib mes moun me mace mu
mi mip mam ma mas mare mage men
mo mai man mer mar mou moon mat.

v ve

V

vel vu vag va ved ven vane ver ves vat
voo vub van vile vage vop vam vite vau
ving vil ve vate vip voil vare vun vai vet
vou voi voun vin vire vi vas vec vo vink
var.

ch

CH

choun che chau chu chi chip cham cha
chaf chare chage chen cho chai chan
cher char chou choo chat ches chub cher
chink chanc chile chun chec ched chop
choik chire chag chite chate chin chel
ching chil choi.

nat

A Table of Syllables.

n nn ne N

nat nef name ner ned nen na nag nu neb
nub noo nile nan nop nage nite nam
ning nau net nou nun nai noil nare nate
nip nil ne nar nink no nec nas nire
ni nin noun noi.

d d^{er} d^{am} d^{ite} d^{ip} d^{ate} dⁱ dⁱⁿ d^{at} d^{es} d^{oo}
der dane dan dile dai dun do dec da dag
dam dite dip date di din dat des doo
dub dou det dar dink den ded dage dop
dare doil das dire du del dau ding de del
doun doi.

x x^{at} x^{ite} xag xi xip xam x^a x^{en}
xage xare xaf xed xop xoil xire xec xun
xile xane xo xai xan xer xink xet xub
xef xar xou xoo xat xu xai xe xoun xel
xing xil xoi.

kar k^{ef} kou kub koo ket kat kink ker
kane kan kile kai kun ko kec kire kaf
koil kare kop kage ked ken kin ki kip
kate kite kam kag ka koi koun kil ke
king kau kel ku.

skin

A Table of Syllables,

9

sk sc sch sque SK

skin skate skite skag ski skip skam ska sku
skau ske skoun skel skiing skil skoi skire
skoil skop sked skaf skare skage sken skcc
skun skile skane sko skai skan sker skas
skoo skou skar skes skub sket skink.

f ff fe ph F

foo fan fage fam fai fub file fop fite
fing far fo fas fi foun fink fec fire fin
foi fat fer fen fa fu fes fane fed fag fel
fou fai fare sip fe fet fun foil fate fil.

b bb be B

bel bag bed bane bes bu ba ben ber bat
boo ban bage bam bau bub bile bob bite
bing bil bate boil bun bet be bip bare
bai bou bar bo bas bi boun bink bee
bire bin boi.

g gg que G

get gun goil gate gil gou gai gare gip
gane ged gag gat ger ga gu gau gam
gage gan goo ging gop gub goun gi gas
go gar goi gec gink.

c chag

sh

SH

shag shite shate shin sha sham ship shel shi
 shing shil shoi shu shau she shoun shed
 shop shoil shire shen shage share shaf sho
 shane shai shile shan shun sher shec shar
 shink shou shet shoo shub shat shes.

z

zz

ze

Z

zing zoi zau zoun zel zil zu ze zi zam
 zin zite zip za zate zag zed zoil zen
 zare zop zire zage zaf zane zile zun zec
 zer zo zai zan zef zat zub zoo zet zou
 zink zar.

ted ted tned tned ted tned boT ged ged
 tub tes tane tel tile ted tink tun top
 tag tat tee toil tile tel too ter tire tate
 ting tou tan ten tin til tar tai tage ta
 toi to tare tam tu taf tip tau ti te toun.

gl

gle

gl

GL

glo glan glec glile glai gler glun glane
 glag glate gla glip glite glin glam gli
 gled glaf glop glare gloile glage glire
 glen glar glink glou glet gloe glub gle
 glat glel gloun gling gle glil glau glu
 gloi.

juā

j

J

jau jam jage jan joo jetjun joil jate jil jat
jer jen ja ju joi jin jire jec jink jing jite
jile jub jop je jip jare jai jou jar jef jane
jed jag jel joun ji jaf jo.

th

TH

think the thub thef thane thile thun
thec thed thop thoil thire thag thin
thate thite thel thing thil thoi thu
thau thet thou thi thip tham tha thaf
thare thage then tho thaf than ther thar
thou thoo that.

r

rr

re

R

ril rate ring rite re rip rau ram roun rel
roi ru ri rag rin ra red raf rane ro
roil run rage ran rop rile ren rer rare
rire rec rai ref rou rat rub ret rar roo
rink.

cl

cle

CL

clai clip clec clin clile clite clo cli clan clam
clun clate clane clag cler cla cloun claf
clau clage cloi clire cling clop cle clare
clu clen clil cloil clel cled cles clet
clat clou clar cloo clink club.

14
A Table of Syllables.

P pi pare pan pat pink pun pop pag pes
pile poil pin pa page pai par per pel
ping poun pe pil pau pu poi pip pite
pate pam pire pin pas ped po pec panc
pou poo pet pub.

st stoo star stage stal stau stoun stoi stire
stink stub stop sting stes sted stel stile
stec stan sto sti stam stin stite stet stat
stun ster stai stoil sten stare state sta
stip stil stu ste stag stou slanc.

l lub lite lam loo lile ling lan lau lop
lage les lat lu lel la ler lag lane led
len lou lip let late le lai lun lil loil
lare link lar lire las loi leun lil lo lin
li.

f fun fer fai sec san fo file sane sing se
fau fil su foi fel soun sag sip si sam sa
fate fin fite fed saf sop sare soil sage
fen fire ses sat sub sar sink soo sou set.
blage

bl ble BL
blage blas blare blen bled bloil blire
blop bles blet blub blink blat blou
bloo blar bli blag blite blip blam blate
blin bla blanc blun bler blai blile blil
blan blo bleb blu bling bloi blau bloun
ble blee.

The Consonants or Articulations recapitulated.

bl st m d ch l y f n cl p r j th x sh
t g z sk b f g k.

A List of those which are most liable to Duplication.

mm nn dd ff bb gg zz tt rr pp ll ss
ss.

AN OBSERVATION.

The preceeding table will perhaps raise many objections, to which in justice to ourselves we think proper to reply beforehand. The first, we apprehend, will be its containing syllables seldom or never to be met with in the common language. To this, our answer is, that besides many of them existing in it, if not in their present

sent form, at least by the duplicates (hereafter to be considered) of their representing typographic signs, the possibility of their existence, according to analogy, was a sufficient reason to insert them. For, indeed, reading does not consist merely in being able to go through such combinations of letters as properly belong to the vernacular tongue, but rather in being able to resolve any analogous assemblage of them, which occasionally may be introduced from foreign dialects, or by the technical language of sciences and arts, whether these be mechanical or ornamental.

Another objection which may be made to this table, is its seeming to countenance a vicious pronunciation; and in support of that objection, we may be asked how we can apply our emblem the *tooth*, exemplifying the sound of *th* to the syllables *the*, *than*, *then*, *the*, *tho*, *thou*, &c. since by so doing we mislead the pupils from the right utterance of these very words? Our reply to this, will be that our table, if exhibiting words, is however intended to exhibit merely syllables in their unconnected state: and therefore that argument, so forcible in appearance, when applied to the words abovementioned, must fall down to nothing, when in our vindication we bring, *theme*, *thank*, *strengthen*, *orthographical* and *thousand*. In order, therefore, to spare ourselves and

and the reader the trouble of answering any such future objections, whenever any single, or combination of letters is susceptible of various sounds, we wish to be understood to have considered that which prevails in most cases as the only regular one: and we looked upon the others as anomalies, the classing of which has given us not a little trouble, and must constitute the merit of this system.

LESSON THE FIFTH.**ADVERTISEMENT.**

AS much ease and readiness is to be obtained from this lesson, it should be particularly attended to by the teacher, on whose part it will require some management. Let therefore the attention of the pupil be fixed upon such syllables, at the beginning of every division of it, as he has been made acquainted with, by means of the prints or counters. For instance: in the division beginning with *a*, *ag*, *am*, *an*, *ar*, *as*, *at*, you make him sensible that the only difference of the six last syllables proceeds from the consonant which ends them; you tell him that although the *g*, *m*, *n*, *r*, *s*, *t*, calling them always by the names of their respective emblems, should

should make room, for any other of the consonants to supply their place, the echo *a* still remains the same, and he has but to join it to the new final consonant. Indeed, although this reasoning might well be spared for this division, the short sound of *a* being exemplified and fully ascertained in its separate state, as the four other vowels are not in the same case, it will be very useful to prepare him for the application of it to them in their turn. Upon coming to the divisions of *e, i, o, u*, you must likewise make him notice the prints beginning each division, and lengthening the sound of the commencing vowel, as much as possible, tell him that he must sound it in the same way before all the other following consonants. If very young, he may at first be puzzled a little, but his embarrassment will soon subside, with the assistance abovementioned properly administered. For when the true power of the vowel before the consonant is fully understood and ascertained, he will easily shift the final articulation at pleasure. Here the counters will prove of very great service to bring ocular conviction. For by taking the first set, and hiding with any one of them the consonant you wish to suppress, you may replace it with this moving character, the mobility of which will make the child more easily sensible of the change produced, and satisfy

satisfy him whence it proceeds. To elucidate this by another example, suppose you are proceeding upon the the division belonging to *e*; after having successively shewn him the counters *ec*, *ed*, *el*, *en*, *es*, *et*, the echoes duly uttered; you tell him that shou'd any other counter of the first set come in place of *e*, which you call *k*, *d*, *l*, *n*, *s*, *t*, he must give the same sound to the vowel *e*, which you pronounce somewhat longer and more open. Then if to *e*, *d*, *l*, *n*, *s*, *t*, you substitute the counters *sh*, *sk*, *st*, *b*, *g*, *th*, and say *esk*, *esh*, *est*, *eb*, *eg*, *eth*, with a little patience, you will soon find him able to do the same. As he enters upon the other divisions he will understand the process more easily, and soon cease having occasion for any farther analysis of the syllable. With regard to the divisions where the final consonant is followed by *e*, quiescent or servile, you will make him easily remember that the vowels *a*, *e*, *i*, *o*, *u*, before it, keep their long sound as exemplified by the counters familiar to him at the beginning of each of them, or should he want some assistance to that effect, it will be sufficient to tell him that before the *middle drum*, *glove*, *urn*, or *spades*, &c. names which, from these syllables being generally in the middle, at the top of every division in the table of syllables, you may use for distinction's sake, *a*, *e*, *i*, *o*, *u*, are mostly the *rick of bay*, *the bee*, *butterfly*, *negro*, and *jew*.

Should some people urge that this proceeding is complicated, we grant it to be so; but the unavoidable inconvenience arising from the sameness of the signs representing the vowels as long and short, accented or unaccented, will more certainly be removed that way, than in calling them by their alphabetic name. Granting this proceeding to require some attention, both from the teacher and pupil, the latter will sooner be familiarized with it, since concordant with truth, than the absurd reasoning offered to him every day in the common practice, if not in positive words, at least in the consequences which result from it. To convince the reader, let us be allowed to express in words what is then tacitly given to understand. Is it not true, that in making children call the letters of the five syllables *ag*, *ee*, *in*, *on*, *ub*, as usual, it is as if they were taught the following language: *a* which is not *ai*, *gee* which is *gb*, *ag*; *e* which is not *ee*, and *see* which is *k*, *ee*; *i* which is not *eye*, and *en* which is *n*, *in*; *o* which is something else but *o*, and *pee* only *p*, *op*; *u* which is not *you*, and *bee* which if they were what both are said to be, should give *ubee*, *ub*. We abstain from any farther comment; let the reader judge which of these two modes of proceeding is most agreeable to reason, and will be sooner assented to even by a child.

A Table

*A Table of Syllables exhibiting the Five Vowels in their long and short position.**a short.*

ag am an ar as av ad add agg ab aggl
az ask ast abl af aff ash acl al ass ath
ax ak ack ac ach atch

e short:

ec eck ek ed el ell en ef eff ess et ev
egl eg egg ez esk est ech etch ep em
ex ecl eth er ef eff esh ebl eb

i short.

il ill in inn ing ink ip igigg id ik
ick ic ich itch ix im ith if iff icl ir
if iff it ish ib ibl ish ist iz iss

o short.

op opp ob ok ock oc od of off ol oll
om on or of off off ot oth ox og ogg
och otch obl ost est ez oy oggl ogl.

u short.

ub un uv ud udd up upp uk uc um ux
uth us uss uss ul ull ucl uckl ug ugg
ust usk uch uz ugl uggl

a long or slender.

age ane ate ade ase ave ape ake ame alc
are afe able abe aste aze.

e long.

ebe ede ene ele eme ese eve epe eke ex
ere ese eze eble.

i long.

ile ire ite iv^e ine ide ipe ike ime isc
ife ibe iz^e.

o long.

obe ote ofe ope ove ore ode ogle one oze
ole oke ome.

u long.

ube upe ude uke ule use ufe uve ure
une uze uxe ute.

The above mixed together.

atch ag am ane ack agg ad ape aff akl
ash ate af at abl ame aggl az afe an ar
al are av ad able ast ask af ale ath ac
ach ake ap ak ave ate ack ade ase ax
abe aste aze ec ed epe en es edc el et
ebe

ebe ev eg eme ez esk ene est ech ep
eve eg eme ez esk ene est ech ep eck
ell ele eff ek ese egg ess eke etch em
exe eth er ex ecl ere ef eb efe esh
ebl eze eff ete ell inn ize ing id ile ip
ic ibe il in ire ink ig ife ich igg ite
ik im ise itch ith ive ick ix if ine ir
icl iff ime iff it iss ish ike iz ib if
ipe ist isk ibl ide op ov og obe osk og
ox ome ok off od oke oz ot of ole of
oc om ote on oll oggl ofe och ost oth
oze otch or ogg ope ol ock ogl ove off
one oss ogle opp ode ore uggl ub ux
un ul ugl ube uv uz upe ud uch ull
uze usk uss upp une ust udd ure ugg
psf ude uckl up uk uve um uke us uck
ule uc ux use ucl uth use ug ute.

The same mixed in a more intricate order.

ome ak ap ube eff op ize il ud ave
ing atch uze em ov ile un uke aggle
ame et in oss ibe ux etch im ite abl
oll ogle udd az eg ape ich oc ive uss
ogg icl oze ack ed eze ug ill om ane
id ack ime uv one ule ebe ach eff uck
og able um egg ib ipe ox at ole epe
off

off ath upp ate enn ogl ic ute as eke
 ith on efs ise ugg ash upe isk uckl odc
 am ex ele uz ik ote iff eb ock ale uth
 of ac ufc oggl aff efh ife ol uc afe iz
 acl el ove uss ad oz ake or ek ist ucl
 oke ef ig are od eck une of if ope ad
 eth uve otch iff agi ofe es ink ire usk
 eteigg af ell obe och ust ibl av ofe ep
 uch oth ade ish us ec ot ine an iss up
 ese al it opp ude ask itch ost ez uk
 ure ix ecl osk eve ugl och ax ate esk in
 og ede. ust er ike ere ick ux e if agg ull
 ide ast ok ip ebl ore afe ar ev eme ub
 aze est ex e ul abe uggl aste ir ene use.

N.B. That this Lesson, as well as those which have preceded or are to follow, ought not to be given up in order to pass to the next, till thoroughly mastered.

LESSON THE SIXTH.

A Table of Syllables, shifting their First Letter every Time, although the last Sound continues the same.

hai zai mai vai pai rai sai dai lai fai.
 me ve se ze de ne re le se pe je be.

li bi ri fi mi ni vi ri pi ji si di.
jo fo lo to po do so mo vo ro zo bo.
tu ru nu vu su mu bu fu pu ju.
lau dau pau bau dau vau sau mau jau.
poo loo joo boo moo soo too foo noo voo roo.
zoi voi loi koi foi roi boi soi noi joi moi.
cla sha gla tha bla sta ska cha.
xe ske cle che ste ble the gle she.
chi ski sti bli gli shi cli xi thi.
sko clo sto blo glo cho tho xo.
blau clau shau thau chau skau glau stau.
koo stoo gloo bloo shoo cloo skoo choo theo.
stoi thoi cloi bloi gloi skoi shoi choi.
glage sage rage stage clage mage.
ther mer ster gler cler ver per bler.
stile nile mile viles pile dile bile tile.
skate pate mate slate glate rate bate shate.
king ving bling ping cling ring gling sting.
man fan fan van clan skan shan stan.
pop rop nup stop shop mop dop blop.
noun roun foun cloun bloun doun toun soun.
chink pink slink clink vink nink mink tink.
mane vane bane dane sane pane stane blane.
zoil toil koil boil doil voil stoil cloil.

A shifting both of the final and initial Letters.

nai mo vi ju pa roi vau loo clai ze du
 lai pi se voi mi stai bo fu ve ro tai de
 boo pe mau lo glai ski jo noi te lai so
 re bu la clai sou fo se na to koi pu re
 ka tai stoi.

Another shifting of Letters, more intricate
 tef pe foi lip glcl vop vle noo ber sen
 ding man stag per tin ef too blage ster
 ling foun tai noi pin sun dai le ber tin
 meclli fo nef loo me net pun ster chat clan
 bes po ter min fate le pa re moun glage
 voo ro tec ning fes tile fan tas ver me
 nate stile bet lou rag foil joi sau per ten
 cles star lane sing let voo cli roun page
 di ning chare blau ber skip re af kane
 san. bloo stink sou far men lau les te
 shag rin du state le ram bler li mas ti
 blec.

LESSON THE SEVENTH.

N.B. It is to be observed that when the final *e* of a word is separated from the preceding consonant, that separation is a sign that, contrary to the general rule, the vowel before that consonant is not lengthened by the final *e*; and at first it ought to be hid by the teacher with the blade of the penknife. Secondly, The teacher must not forget to make the child read the sounds, as repeated at the bottom of every page, as well here, as any where else; sometimes making him call the prints, together with their echoes, and sometimes the echoing sounds only. In order, likewise, to facilitate the progress of the pupil, and obviate the inconvenience of our not having been able to exemplify the slender sound of *a* in its separate position, you may tell him that at the end of the syllable in the body of a word it becomes *ai*. The same caution given, wherever wanted, will soon remedy this trifling defect of our system, which equally pervades through the old one.

A READING PIECE, 231

Consisting of Words divided into their component Syllables, agreeable to their right Pronunciation.

en-chant-ing per-ched char-mer pouch
 chat-ter-er chop chair-man chit-chat
 en-chain-ed chap-el char-it-abl-e dis-
 patch-ing chap-let sketch-est parch-ment
 fetch-es en-rich vouch-ers cher-vil chaf-
 fer-er starch arch-bish-op chat-ter-ing
 arch-duke chit-ter-lings cho-ker cher-u-
 bim cher-up. time toil-et bet-ter at-tent-tiv-e tot-ter-ing
 stone till-age port-er ex-ter-min-ate sis-ter
 port-end-ing tip-pet toils tar-ter port-abl-
 e-ness ex-tor-ter ten-abl-e tor-ment-ing

a au e ing el in oi il ate ite ag i ip am a
 d g cl sh x gl n z m t l b sk s f f k
 en age are af ed op oil ire ec un ile ane
 ch st p th r bl st ch sk f f k j n b z m b

tube.

tube ten-der-ness ex-ten-u-ate tat-ter-ed
ex-tem-po-rize tu-lip mis-state lame-ness
la-tish mis-ta-ken tab-let.
fun of-fen-der five stall fopp-ling ef-fort
af-fair puff af-ter-noon buf-fet fidd-ling
of-fer-eth foot-pad fit-ted found-ling safe
aff-abl-e-ness fing-er-ed fish fame fig-u-rate
fi-nal dif-fu-siv-e dif-fer-ent ef-fem-in-
ate fu-ner-al per-form-er ef-fu-siv-e.
pave-ment ri-val-ship vap-id liv-ing vi-o-
lent ven-er-abl-e ad-vert vas-sall-age in-val-
id void vi-o-late vin-ai-gar ar-ri-val sav-age-
ness van-dal per-verse-ness vic-tim di-verse
rev-er-end ad-van-tage riv-u-let giv-er-ad-
ven-tive riv-er vag-ab-ond viv-id-ness vi-
tu-per-abl-e vit-rif-ic-ate vol-at-il-e re-vive
re-volt-ed ro-vér.
name of-fen-siv-e non-sense nile pun-ster
self-ish-ness lane pun-ning in-sane noble

o ai an er at oo ink et ou ub ef at oo ar ou
t gl d sh cl x v ch n d p k m x th
ef ub et ink er an ai o ane ile un ec ire oil
l c r f t sh bl j b g st z sk gl n m l

non-e u-niv-er-sal net go-ver-ness kin an-
ny-al sun-shine nim-ble-ness an-im-al
nit-id in-no-vate in-nate good-ness man
bone noun never neg-at-iv-e nerve-less
de-nu-date. *Ind. noon. 11-16* *Ind. 11-16*
lash fish-mong-er shame-less ship dash-ing
pun-ish-ment shop-man blush-es shel-ter-ed
shi-ning fin-ish-er fool-ish-ness shift as-ton-
ish-ing cher-ish lord-ship share part-ner-
ship fin-ish-ed shaft bish-op shout-ing em-
pov-er-ish-ed shun sham rav-ish-er rel-ish-
abl-e shake tar-nish-ing.
mer-chant mess-mate same-ness man sum-
mer mile medd-ler pan-to-mime im-mo-
tal per-fu-mer sim-mer-ing mouth ap-part-
ment mane mis-man-age-ment mo-ral ab-
om-in-ate per-man-ent mark-et moon-
shine skim-mer moth-er per-mit man-ner-
less mo-ment.

pp ed are as en age a ip am i ag ite ate in u
t b st v bl p th r ch j k f sh s d z
e oun au el ink il et ub es ar ou at oo er an
v k m x th s l cl r f t sh bl j b g

卷之三

ser-vant

ter-vant ab-sent sup-per-less self-ish pass-age
af-si-zes su-pine sim-il-it-ude af-s-em-blage
su-per-in-ten-dent save good-ness
af-sen-sibl-e fer-mon im-mer-sed sad-ness
soon fer-pent so sad em-barr-af-sment sif-
per par-son-age af-ump-sit sig-nal sim-u-
lar def-tin-e per-son-ate af-sume.
globe bung-ler sing-le glass glut-ton gar-
gle glov-e glit-ter-ing glo-ze gloom gli-de
sing-led glob-u-le o-gler bu gloss glom-er-
ate ag-glet gland-u-le glob-u-lar glib ring-
let dag-gling an-gler mang-led glue bog-
gler ming-le gig-let glim-mer-ing gli-ke
glis-ter glau ko ma gar-gle glare.
skip-ping mask skit-tish-ness skep-tic-al
risk-ed bask-et task skim-mer disk bask-
ing skel-et-on desk risk-er skin-ed dusk-
ish skulk-ing dusk tusks ask-eth skip ken-
nel skull skink-er skate skeg-ger sketch.

ai o aine ile un ee en age are af ed op oil ire in
st z sk gl ch n d v p x k m f th cl r l
ate ing ite age ip am a u au e oun el ing au
sh t f b g j blj st z sk d cl g n x sh

room

room bare run-ner round-ness roost bar-
ter-er thun-der-ing er-rant ro-man-ize
romp ro-man rix-dol-lar rod-o-mon tade ar-
ri-val reg-u-lar riv-er rap-id a-re-ot-ick
ru-dim-ent rev-er-ber-ate ar-ro-gant start-
ing rev-er-end par-son-age ven-er-abl-e fur-
nit-ure ram-mer rad-ish rude rich das-
tard sis-ter ar-rest-ed fig-u-ral fer-vid out-
rage fer-til-e. the sun-sets in a glow of
bap-tize zone zig-zag obuz-zer am-aze-
ment zest gloze puzz-ling gizz-ard gaz-et
doz-en maze zo-di-ac-al muz-zel liz-ard
dazz-ler tem-po-ri-zing puzz-led ooz-ing
guzz-ler fuzz-ing den-iz-en glaze or-gan-
ize ben-zoin. and his soft skin glides over
op-port-une par-don-abl-e aped pat-tern
ap-part-ment pat-rol pert in-sup-port-abl e
ap-art im-per-tin-ent pert-ness past im-
pulse pas-tern foot-path ap-point-ed pas-tor-

am age an oo oun i af o ar ing ite op ile oi
igl z t m b l n sk f k ch si j st r p bl
in ire ec ink et un oil ate il ef ane ed ag el e
w th n b ch d x k rit bl z gl sk j g sh

al pad-lock per-fid puff-er pindap per-tain
po-lite-ness pound im-per-at-iv-e pool pack-
age per-son-al sup-port per-tur-bate dis-ap-
point-ment.

gov-ern-ment beg-gar for-giv-eth stag aug-
ment-ing fig-ment big-ness for-get-ting
dog fig bung-ler stag-ger-ing gar-lick game-
ster gib-ber-ish dog-mat-ic stag-nant giv-
ing sig-nal-ize god-like gob-lin sing-er ar-
ro-gate fig-u-re got be-gin-ning or-gan fe-
gale-ment pa-gan nag pur-loin-ed fool-ish look il-lib-er-al li-be-
er lum-ber pop-u-lar lib-er-tin-e life-less ob-
long lane leg-ged list-less-ness lord-ship gal-
lop al-lure-ment vol-ume lambent lit-ter
for-lorn long-ings rest-less pil-fer-er late
sub-lu-nar leg-ate last-ing louse sland-lord
out-land-ish lob-ster il-lit-er-ate bar-ber stub-born bas-tard ob-stin-ate bone

ip are ai ou at er en in ee oi ires sink et oit
v th p st n f n v lm ap xd lch xk k cl
il ate un ing op ite ile ub el an es ag ed oun
sol th x t shif g bl j b st z sk gl v k
ing nsl lib uj

book

book bur-then-som-e bad ob-long bud-ding
 bar-ri-s-ter for-bid-den ban-dage mock-a-
 bl-e bum-per bed-ding bask-ets ar-ab bi-
 ble ab-ate-ment bet-ter mob-bish ab-bess
 a-ble bed bench-er ab-bot but-ter ter-ribl-e
 eb-bing bound bom-bard-ment ab-out bore.
 job join-er joke jug-gling Jane jail sub-jec-
 ted ju-rid-ic-al jes-ter jar jum-ping ju-pit-er
 just jade ab-jure jum-ble june job-ber ju-
 mart join-der jap-an de-jee-ted jar-ring jab-
 ber jac-o-bine jaunt joint-ed jor-den ju-nip-
 er ju-da-ize ju-hil-ant ju-ve-nil-e. uol-ruy
 ta-ble blot-ted ter-ribl-e blith-som-e blame-
 less blob-bey-lip ven-er-abl-e blan-dish-ment
 ven-dibl-e blade block bloom-ing ah-dibl-e
 blank-et blis-ter-ed blus-ter-ing port-abl-e
 ab-lat-iv-e ob-lis blin-dér-er par-don-abl-e
 bub-ble ut-ter-abl-e blaze blend peb-ble
 ad-mir-abl-e. do-ble bid mod-dish mod-dish

a b i o a n e a r e ou c i p a i a m o o a n a u a g e e r
 l e f t l m x c h i c l x o n d f t g p th f b g l
 o u n l a u o i i n g e l u i b e a g a t e a i p i i a m i n
 m t l z n b l d c l g x s h g l s k f l k l ch
 a h o d in-dif-fer-ent

in-dif-fer-ent bed-ding bad din-ner par-don-ing der-o-gate bas-tard ad-mo-nish-er in-val-id dusk bas-tar-dize ad-vent dot-tage god-deess add-ed por-tend do-mef-tic di-vine de-ter-min-ed man-date gov-ern-ed dame off of-fend-ing ad-mi-red mun-dane de-pen-dent re-dound.

thun-der-er theme both tooth-less thick-et faith that-cher thank bath think-ing length-en-ing thorn thin rath broth blith-som-e lov-eth or-tho-dox path-less or-tho-e-pist depth doth the-or-ic-al thumb thane.

ar-ith-me-tic par-don-eth pith the-or-bo ar-ith-met-ic-al theft fox ex-por-ted ox-en box-er ex-pen-siv-e ax af-fix-ed max-il-lar ex-tort-er lux-ate luxe max-im tax ex-tent or-tho-dox-ic-al mix-ture ex-port ax-is dex-ter next in-ex-or-abl-e ex-pec-tant vex-ing bo-rax ex-ter-nal ex-pen-siv-e an-nex-ed. desk kill-er book bake po-ker par-take kine ink black ket-tle fickle-ness god-like

ite ed oil age ire af are en o an ec ile ane
f j v th bl st r p z sk sh f j bl f v z g
un er ai ar oo ink u au e ing el in oi il ate
x l b ch nd r p l d g cl sh x gl n z m

kis-ses ker-nel back-room pack-et kal-en-dar pink kit-chen king thank pock-et kid-nap-per stink-ing think-er mis-take for-sook deck at-tack duke-dom like-ness king-dom kick skill stand-ing post-age nest es-tab-lish-ment mast-if star re-store past fos-ter-ed stood af-ton-ish-ment stum-bling rest lost des-tin-e of-ten-siv-e stub-ble fast-ing lust dis-turb-er list es-tate dis-tant pest-er das-tard dis-tem-per res-tiff re-stem stag-nant step-ping stu-pid stop des-tit-ute stain stoop-ing.

claim-ant clout-ed part-ic平e clus-ter clap-ing clad mir-acl-e club clav-ic平e cli-max cloud class-ic close clau-dic-ate ar-tic平e cli-mate clois-ter-al clan-des-tin-e cli-ent pin-nacl-e cloud-ed clutch-es clat-ter-ing fu-run-cle clo-ver clod-pole- au-ricl-e cloth clap-per clam-ed ex-clude clem-ent clock claim re-cluse in-cli-ned.

ag i ip am a ip are ai ou at er en in ec oi t l b sk s f f k v th p ft n f n v m p d ire ink et oil en age are af ed op oil ire ec ch x k cl f l th' r t sh f g bl j b ft z sk

LESSON

LESSON THE EIGHTH.

OBSERVE that; although the foregoing reading piece will have given the learner a tolerable idea of the division of words into their component syllables, particularly if it has been attentively gone through two or three times; he may, however, happen to be puzzled when first entering upon the next lesson, how to divide certain words. In that case, the teacher must always be ready to assist him, by pointing with the blade of his penknife where that division is to be made, conformably to the right pronunciation of these words; let us suppose, for instance, the words *permanent*, *effeminate*, *illiberal*, *abominate*, *reverend*, which the pupil may be tempted to divide *per-ma-nent*; *ef-fe-mi-nate*; *il-li-be-ral*; *re-ve-rend*; *a-bo-mi-nate*. Now such a division, besides being very vicious, would introduce the most erroneous pronunciation, which will be easily obviated, by letting him see at first each portion of the words in their due succession, hiding the rest with the blade of the

36 *A Reading Piece, the Words whereof are undivided.*

knife, which in the words alluded to, if regard is paid to the pronunciation, will appear to the eyes of the child thus: *per-man-ent*; *ef-fem-in-ate*; *il-lib-er-al*; *rev-er-end*; *a-bom-in-ate*. But that difficulty will soon be conquered, and the child will, before long, acquire by this method a kind of instinctive accuracy in dividing, which will enable him to make his way through the longest and most intricate words.

A READING PIECE,

Wherein the Words of which the preceeding Lesson consisted, are recapitulated in their undivided state.

enchanted time fun pavement name lash
merchant servant globe room skipping
baptize opportune government purloined
barber job table indifferent thundered fox

ane ag el ing ub es op ile ed u at en ink
ff bl r th p v sk ch j f k s m l b

disk

disk standing claimant postage clouted
killer expensive theme bedding blotted
joiner perched toilet offender rivalship
offensive fishmonger bad messmate absent
bungler mask bare zone pardonable foolish
beggar both stubborn terrible joke
exported book establishment particle ax
bake nest oxen clopping toothless dinner
blithsome juggling bastard look forgiveth
zigzag able runner skittishness single superless
nonsense vapid better shameless
shameless mistake attentive charmer tottering
five living cluster maxillar mastiff
orthodoxical poker thicket pardoning
obstinate jupiter illiberal boxer ape
buzzer skeptical roundness glass selfish
man nile summer dashing punster pouch
violent stone staff mile ship passage glutton
roost risked pattern amazement augmentiug
libeller bone juggling blameless derogate
faith star affixed partake restore miracle

er a ire age am au af are age en ite oil op
n z d sh t gl x th f b gl d m f r

kine

kine extorter dependent bastard venerable
 Jane burthen some lumber segment puzzling
 barterer basket dazzling assizes supine
 meddler punishment annual selfishness ven-
 erable foppling tillage charitable chitterer
 exterminate effort advert lane shopman
 pantomime zest similitude gargle basket
 thundering gizzard appartement bigness
 popular book jail blobberlip admonisher
 thatcher luxate ink past clad exclude
 fostered blanket luxe thank invalid bland-
 ishment subjected oblong libertine forget-
 ting patrol gloze errant glove assemblage
 immortal blushes punning vassalage affair
 fister chop portending chairman porter
 puff invalid insane sheltered perfumer
 superintendent glittering task romanize
 gazet pert dog life budding juridical
 vendible dusk bath maxim black stood
 club clement stumbling kettle tax think-
 ing bastardize blade jester lessen fig

ed o ai am er ec un ile ane es ub i o oi ire
 y k l sh ch m cl st j b t g p n sk gl st

insupportable

insupportable dozen romp skimmer gloze
save simmering shining noble void after-
noon tipper chitchat clavicle enchain'd
rest fickleness extent lengthening advent
block jar barrister long bungler impert-
inent maze roman disk gloom goodness
mouth finisher none violate buffet toils
chapel dispatching tartar fiddling vinaigar
universal foolishness appartement ass glide
basking rixdollar zodiacal apart staggering
lane forbidden jumping blooming
goddess dottage climax lost mixture god-
like thorn added audible just bandage
legged garlick pertness muzzle rodomon-
tade skeleton singled sensible mane shift
net arrival offereth portableness chaplet
sketches extorter savageness footpad sun-
shine kin astonishing mismanagement sermon
globule desk regular lizard past gamesler
listlessness mockable jade blistered portend
thin export kisses destine cloud ostensive

ink oun as ar in ec un ate ou ai are ip e il
z j g b sh f bl r t l th cl f m p k ch

classic

classic kernel axis rath domestic bluseting
abjure bumper lordship gibberish impulse
dazzler arrival risker immersed ogler
moral cherish nimbleness vandal fitted
tenable parchment tormenting sketches
perverseness animal share abominate sadness
bugloss skinned river temporizing pastern
dogmatic gallop bedding jumble portable
divine broth dexter backroom stubble
close fasting packet next blithsome de-
termined claudicate lordship ablative june
baskets allurement stagnant footpath puz-
zled rapid duskyish glomerate soon per-
manent partnership nited victim foundling
tube enrich vouchers safe tenderness di-
verse innovate finished market serpent ag-
glet skulking areotick oozing appointed
giving volume arab jobber bliss mandate
Joveth inexorable kalendar lust article cher-
vil affableness extenuate reverend shaft in-
nate moonshine so glandule dusk rudiment

et oil er op ing oo age am ite ile au an el ag
x sh t f s r gl z sk st x m k p v ch n

guzzler

guzzler pastoral signalize lambent bible
jumart blundered governed orthodox ex-
pectant pink disturber climate kitchen list
chaffered tattered advantage fingered good-
ness skimmer sad bishop globular reverber-
ate tusks fuzzing padlock godlike litter
abatement joinder pardonable dame pathless
vexing king estate cloisteral starch extem-
porize fish rivulet man shouting mother
embarrassment glib asketh arrogant deniz-
en perfid gobling better forlorn japan
bubble offending orthoepist borax thank
distant pester clandestine pocket external
depth admired utterable dejected mabbish
longings finger puffer glaze starling ringlet
sipper permit impoverished bone giver
fame tulip archbishop adventive tameness
figurate chattering noun shun mannerless
parfonage angler skipkennel reverend skull
organize pin arrogate restless abbess jar-
ring blaze mundane doth expensive kid-

ed ane ef u a en i ag ip am a oi il ing el ite
d bl g s l th j g sk z st g b j bl r ft

napper dastard elient distemper stinking
pinnacle annexed theoretical jabber able
pilferer figure appertain pebble benzoin
venerable parsonage skinner mangled as-
sumpsit moment sham never final river
latish archduke diffusive chitterlings mis-
taken vagabond negative ravisher signal
glue skate furniture politeness got late
bed jacobine admirable redound thumb
thinker restiff clouded mistake thane jaunt
sublunar bencher beginning pound ram-
mer clutches skegger boggler simular rel-
ishable nerveless choker different vividnes
tablet denudate shake destine mingle sketch
radish imperative organ legate abbot joined
ted arithmetic forsook restem clattering
cherubim effeminate cherup funeral vituper-
able tarnishing personate gibblet rude pool
Jaſting butter jorden pardoneth stagnant
furuncle performer vitrificate assume glim-
mering rich package terrible juniper pith

ate in en age are as o ai an age ing ub ag el
fh v ch n d p k m x th s l cl st bl r th

stepping

stepping clock effusive volatile glike daftard
personal régalement louse ebbing judaize
theorbo stupid claim revive glister figural
support pagan landlord bound jubilant
arithmetical likeness stop recluse revolted
glaucoma fister perturbate nag outlandish
cloth bombardment juvenile theft deck
destitute inclined rover clodpole gargle
skill about disappointment clover attack
sustain clapper glare fervid lobster kick
stooping auricle outrage illitterate bore
dukedom clammed fertile kingdom ar-
rested.

LESSON THE NINTH.

Exhibiting a List of the most common Duplicates of the original Sounds, exemplified in the Second and Third Plates, which, notwithstanding their being differently spelt, as they are the same with their Radical, must be called by the same Names and produce the same Echoes,

44 *A List of the original Sounds together with their Duplicate.*

N. B. This lesson will be found to resolve many difficulties, and of course to merit both the attention of the pupil and teacher. Here, as in the former lessons, this last should at first hide with his knife all the superfluous letters, in order to bring, as much as possible, each duplicate back to its original.

<i>Originals.</i>	<i>Duplicates.</i>	<i>Originals.</i>	<i>Duplicates.</i>
au . . . aw	aughough	eu	ow
ai . . . ei	ayey	are	air
e	eig	ere	ear
æ	eigh	eir	eir
i	eye	ane	ain
ɛ	igh	eign	eign
o	oa	er	ir
ə	oe	or	or
oo	eau	ur	ur
ɔ	w	our	our
ʊ	ui	oun	own
ɔɪ	oy	ile	yle
ʌ	on	ite	isle
əʊ	eon	ight	ight
ɒ	ion	ire	ire
u	you	yre	yre
ʊ	ew	ef	es
ə	ieu	ɛf	eff
ɔ	ew	ɔ	ess

The Duplicates mixed together.

oy ee w ir you igh aw isle ow ain oa
ight ɔɪ yr ea eye yle ei air ie eign ay
y oe w on our ear augh ey eu own ə
or

or iew eon ui eau eigh ough eig ue ion
ieu ere ew eir.

The same in a different Order.

yle eir own or ei oy air iew ee eye eu
ere eon ie ew ey ea w ion augh ieu oa
ear ight ui eign ur ue ain œ our ow ir
you eig on isle ough eau y œ aw eigh
ay ea igh æ.

The Duplicates mixed with their Originals.

ight oy own ite ough isle ow our oi ue
igh y u augh ur oun yle er eign you
ile ir ou aw ain eir au w eu oo ere
ane ew on o eye ui i or ear oa eigh are
un ie eig œ air ieu e ey oe ay eau iew
ai ea ei eon ee ion æ.

A Reading Piece exemplifying the above.

neighbour cæsar fields virtue æsop affirm-
ing shawl estimable disturbed blue eyed
peevishness æneas absurdity clownish neigh-
ing

ing pear they pœan view oatmeal fir their
æther valour firmness antœci nought daily
duty ozæna lawless youth ought œgilops
willingness sow meaning aphæresis roebuck
maypole œdipus fowler right jewess œthiops
wicked sailor jawbone payment anacephalæosis
lighted powder fœtus burning armour sur-
named sirloin amphisbœna wave mighty
warricr few enjoy bemoaning owls pota-
toes adieu boat post boy fighting roaming
outlaw benighted aught annoyeth œde-
mous surveyor on tiptoe anchorage deep
water at sea raw townsman cornucopïæ
sought warm dewlap fir meeting beau
seigned doeſkin waistcoat sigh bearing woe
retaineth mirth periœci vowell lighter
shortsighted chieftain found witches wad-
ding fowls endued roarings thoughtlessness
meat dear bought loaded furfur pewterer
exuvïæ winning due claws jew swagger-
ing roast beef perturbated wight believing
wisdom cheap purchase strïæ there was
dirty boaster pursue loud vows fruitless
tight girt girl wishings jewels nay reader
wiseman endowed bearish main enemies
augmenting

augmenting œdema birdlime neuter pursue
nigher raineth downright feud foe turbid
affirmative beating watchman dotage relief
joyless sir fair words bewailing bower
peerless naughty woman witty poacher oaken
realing dawn taylor toad eater mawkish
wayward minuice lawn reigneth glue
purser thievish boar purled coaxter chirping
fought obeying bruised blurt learned nurse
sopewort cloak bleeding wounds methought
clew.

LESSON THE TENTH.

*A Table of compound Consonants and of such
as are most apt to coalesce together the
Reading of which besides giving the Pupil
a distinct and easy utterance of the most
complicated Combinations will likewise
resolve a great many*

ANOMALIES.

b-r	br	f-b	fb
f . . . ff ph ugh		f-f . . . ff sph	

48 *A Table of Compound Consonants as are most apt to coalesce.*

f-l	fl ffi phl	f-l	fl
g	gu gue gh	f-p	sp
g-r	gr	f-m	sm
f-r	fr ffr phr	f-n	sn
k	c ch ck q	f-p-l	spl
k-r	kr cr chr	f-b-l	sbl
k-s	ks	f-b-r	sbr
p-l	pl	f-p-r	spr
p-r	pr	f-t-r	str
p-f	pf	f-c-l	scl skl
p-t	pt	sh-r	shr
t-r	tr	sk-r	skr scr
th-r	thr	f-k . . sk sq sc sch	
r	wr	d-r	dr
r-n	rn	g-n	gn
d-l	dl	l-p	lp

The above in another Order.

sph gu ugh br sbl gr sm thr ks pt kr
 sch ff dr wr phr q rn pf chr sn gh skl
 bl gn dl sq 'pr lp shr ck sb gue phl str
 fl ff sbr skr pl cr spl ffi sp ch fl spr tr scl
 fr sc ff c sph scr ffr.

The

The same mixed with their Originals.

gl str ps x fr gue ugh sh chr ff c d
sc gu cl phl ru q g phr scl n sb ck
wr b fl dr l shr ll br m sn sbl z ff f
fl t lp ch sch k pr sph j gr sbr gh f
scr thr s pl skr st sin skl ffr kr ffl sq
bl r dl pt th spt gn cr p ks ph v.

The preceeding Consonants exemplified in a
Reading Piece.

guiltless spheroid ruffled spirit philosophical
screen pretending plague freedom
thrust shrinking cocknights smelling
bottle Skinner slandering tongue rough
snout phlegmatical architecture aghast
splendid crime snuffers ensnared affray
schoolboy grief broomstick sprat broiled
plenty traveller phrenetic sclavonian spa-
ringly trivial chronogram scare frown stout
chrononotontologos dreams thrasher trumpet
gross cradle eclipse laugher truffles re-
splendent phlebotomist captain phoenix
tribunal flaming instrument barn quaint
snarling dog skylight trough shroud attempt-

ed drunkard write idler cruelty scrubbing
brush affrighted scrivener writing a scrawl
christ firebrand fickleness printer enough
scholastic gladiator muffled mantle phosphoric
morning sluttishness scabbard smiling
sneezer spelling christendom ghostlike
crept negrō profligate spinster wrinkled
frog drank broth craggy philanthropist
slain laughter cream spoon greek flower
spheres fraternal slipper smooth sneaking
spendthrift club signal helpless contemptible
sprung from sliflop plucking apples spouting
assembly creator squalid grumbler
splinter fruitless smarting breach driver
casqu throbings embroiderer branchless
tree magnificent chronogist wrath preamble
rogue crippled beadle black pleader dropping
strengthless cropt chord wresler shrub
spicy scalpel enthroned stern monarch
tricks pregnant shuffler bundle strive priest-
craft scream phrase choir flatness squealing
scheme despondent born puffer brick drove
grass tough slabberer throng writing creed
wrapt bright prism splash brogue drench
wrist chronicle asphaltic prophet.

LESSON

LESSON THE ELEVENTH.

Instructions to be followed in teaching the Compound Sounds, exemplified by the Fourth Set of Counters.

THE compound sounds of the following lesson may seem, at first, somewhat difficult, and to require more dextrous management on the part of the teacher, and a closer attention on the pupils. This last, however, will completely master them, on the following process being attended to.

When the counters or prints are steadily known, together with their respective echoes, each of these ought to be presented to the pupils as the founder of a family, of which all the following syllables are so many individuals; and, although each of these individuals may be somewhat different in the latter part of their shape, yet it retains the main feature in the former part of it, which they have seen in the founder.

Every break of the first praxis on these sounds begins with the sound which is to be the basis of those to be derived from them, as exemplified by the respective counters, in order to make the analogy more evident. Nothing therefore will be wanted but to insist upon this analogy, at first by way of assistance to the pupil, the teacher

52 *Instructions to be followed in teaching the Compound Sounds.*

reading, the derived syllables himself by one at a time, which the learner is to repeat after him; and then the latter may go by himself through a whole break, and so on with the next.

When perfectly steady upon the first praxis, he may be set upon the second. There some trifling difficulty may still occur for a short while, as the promiscuous mixture of the syllables may make the learner lose sight of the leading clue, which guided him through the first praxis. In that case you are to remind him of it at first, by calling up the standard generating prints; but upon the whole, three or four days, at most, have always been found, by the author of this method, fully sufficient to have the pupil, though ever so young, so thoroughly grounded upon the principles of it, that he hardly ever missed the right application of them, whenever an opportunity of making it occurred.

*Explanation of the Emblems of the Fourth
and Last Plate, intended to resolve the
greatest Irregularities which occur in
Reading.*

Statue	tu	Catara&Z	et	Vision	ision
Eggs	exe	Bacchus	us	A Cuckoo	qu
					Fauchion

Fauchion	tion	A 2	cu	A Barge	ge
A Mace	ce	Musician	tian	Many an onion	yun
Scythe	th	Hind	ind	Instruction	ction
Caduceus	cious	Child	ild	Chaise	aife
Vulture	ture	Treasure	easure		

Syllables corresponding to the Fourth Set of Emblems.

tu exe tion ce th & us cu tian ind ifion
qu ge yun ction cious ture ild easure aife.

The same in another order.

th ild tion aife us cu easure tian ind ture
cious ge qu ifion ce exe tu & yun ction.

The above Sounds together with their Principal Compounds rehersed.

FIRST PRAXIS.

ind rind blind mind kind bind wind find
hind.

us ous cous
& cted cter ctheth ctest &tes ctor ctant
ctable cting cture ctuous ctrix cstress
ture tural tured turer tureth tures turest
turous.

ild

child child mild wild wilder wildest.

cu cube cure cuse cute cub cud cuck
cudge cuf cul cum cun cup cur cus cush
cut.

th the than that thee them ther there
these they thine this thither tho those
thou thus.

ce cea cei cel cem cen cer cess cet ci
ciph cic cil cim cir cis cit civ.

tion cion ssion sion shion chion tio cio
tious cious scious ceous sius cius ssius
scius tius sure iissure iissue.

exe exa exac exam exan exar exaf exal
exauc exec exege exem exen exer exis exit
exo exor.

cian tian fian ffian scian cial tial ffia cia
fia ciable ciary tiary ciate tiate cias scias
ptial cient fient tient scient science cies
cii tii

aife aſe aſal eſe eſeſe eaſe eaſer aifer eſire
eſign eſol eaſon eſor eſoun eſul iſe eſume
eſe eſin eſit ooſe ouſe ouſe ouſy uſe uſee
uſer uſible.

yun yar yard yaw yer yet yes yo yon you
ia iad ian ial iard iate iance iage eate

eas

ior eas iel ien ienate ient ier iest ieth
ion eon ious eos ius eus.

tu tua tual tuate tute tuent tuous cture
ctuous ctuat ctuate ctuant ctuation ctuary
ctural.

ision ifium ifius asia asian escus asias ofcate
auseate auseous.

ction xion ctious xious ctius ctia xius
xia ctial xial xii.

ge ger gen gem gel geant geon dgeon
gel gest geous gi giance giary gious dious
gire.

easure eisure azure asier azier ofier ozier
osia osial usual usur usure.

The same mixed together.

PRAXIS THE SECOND.

ease exor ssure cefs geant eas tua ctuation
eseus ction gire azure mind ous turai ctor
xion auseate iance ifium ctuant dgeon ozier
find cush than ct turous mild cute thou
cea ssion thou exen dious ifius ctial gi
xious ofier tu yun gem ctuate ior owse
ptial exac scious ci them cube child us
cteth

Eteth tion th turest ee exal aise ssian thither
 asure giance ious yaw efor ision xius tuate
 ius oseate gioue ind the exe cudge wild
 est ssius eese xii gef asal tian thus kind
 cei ture ild cup usual exo cion Etale gel
 asian Etural eous that tureth yet azier
 exis tiate esign giary Etius iage wild easure
 xial bind usible ge tian this gest Etress
 eous Etia asier iard efe exit sion Etuary
 user tii exem auseous ian scius civ cun
 geous xia Etual eus usee yon thò geon
 rind Eted cu thee eisure Etious cur iest exa
 yare hind Etix tures ciate cum thine cit
 cious exer scian use ofia Etuous iate ger
 ase science exas asias yard tual eate esume
 Etuation usur gen ousy ier shion cut tured
 those exam Eture ient yo ouse cii exan
 issue cis ther cure turer Etant wind they
 tio cus Etter exec ienate tuous asia scient
 you cud Etting iel tute sian cel these iad
 blind cuck cius exauc scias ciph ia tuent
 ceous Etest ien yer sius ion exoge cer cub
 Eture cis there ial cir euse sure cim ieth
 exar cib tient tiary cet ciabile cus cial iis
 cias Etis eon ssia ose cil fient cut sia oose
 esol

esol crient easer cies osin esoun yes esire
aiser cen eason esul tial ciary cic osit.

The Preceding sounds exemplified in a Reading Piece.

pleases exorbitant assuredly princess page-
antry boreas mantua mildness fluctuation
gire theseus instruction azure minding
adventurous actor scriptural connection
nauseating variance fluctuant pigeon ozier
finding pincushion than expected milder
prosecute thou ceasing passion prospect ex-
enteration rapturous gigantic equinoctial
anxiously odious crozier vituline stratagem
actuate pavior nuptial exact cider conscious-
ness browsing themselves cube childish-
ness bacchus directeth ambition the ven-
geance exalted praise parnassian thither frac-
turest composure allegiance glorious yawner
precision eudoxius infatuate cynthius roseate
prodigious blindness executor cudgel dioni-
sius wildness cassius cheesemonger eudoxii
gesticulate nasal egyptians thus kindness
ceiling stature mildly copper usually ex-
onerated phocian tractableness angel athana-

sian conjectural ceruleous that captureth
yet glazier existence propitiate resigned
plagiary quintius folliage wildness pleasure
bookbinder fusible barge galatian this un-
digested protectress beauteous brasier span-
iard these exitious subversion sanctuary
peruser quintii exemplification expects
nauseous samian roscius civil cunningman
umbrageous eudoxia intellectual fusee be-
yond yonder tho' surgeon rind unprotected
cunicular thee leisure infectious curmud-
geon loveliest exageteate yarely behind ex-
cutrix adventure emaciate circumscribed
thine citron water altho' pernicious exer-
tion volscian peruse ambrosia unctuous
conciliate ranger phrase conscience exasper-
ate thrasias timber yard perpetual laureate
presume fluctuation usurper genteel lousy
pannier fashionable cutting tortured those
example picture ambient yokemate rouse
examination issue cistern neither procure
adventurer reluctant windings they ratio
custard deter executive alienate impe-
tuos asiatic prescient you cassia cuddling
protracting spaniel prostitute persian parcel
thoſe

those myriad blindman's-buff cuckoo mar-
cius exauctorate thrascias cipher marcia
constituent cretaceous detectest alien yerning
persius oblivion exegetical ceremonious
cubbed stricture nose nuncio thereupon
connubial circumspection accuse surety ci-
meter meretricious cuffing twentieth exarti-
culation deducible patient residentiary poun-
chetbox justiciable judicial promise garcias
ameleon pencil transient agriculture persia
noosed resolvent efficient timepleaser species
robin resounded yesterday with desire
appraiser recent treasonous resulting partial
fiduciary thoracic repository.

LESSON THE TWELFTH.

*Consisting of Syllables deducible from the chief
radical Sounds, which it will be advisable
to teach Children to emit with a single im-
pulse of the Organ, in order to procure
them a proper fluency in Reading.*

er.

er ar air eir are ir or our ur ear eer

oir oor ure yre arm erm iirm orm urm
ar verl irl orl url urn ern orn urn.

el. cloal il bl ul ell all ill oll ull ale ail eel
eab ile ole oil oohule uah iah iel owl oul
ewal oyal.

ub. ub ab eb ib ob abe ube ibe obe ebe
arb erb orb urb amb emb imb omb umb.

age. age iege ige oge ouge adge idge odge edge
udge ouge ange enge inge onge unge ounge
arge erge irge urge orge eorge.

ed.

ed id ad od ud ade aid eed ead ide ode
ude eud ewd oid ood oud and end ind
ond ound und ard erd ird ord urd orld.

ef.

ef af if of us afs iss uss oos efs ouf iouf
eouf ase ise ose use.

ip

ip.

ip ep ap op up ape ipe eep eap ope oap
oop upe amp emp imp om̄p um̄p alp elp
ilp ulp arp erp irp orp urp.

ec.

ec ac ic oc uc ack eck ick ock uck ake
aük awk aulk eck eak ike oke uke ook
alk elk ilk olk ulk ank ink unk onk ark
erk erk ork urk ask esk isk usk.

an.

an en in on ann enn inn unn ane
ain ein aun awn ene ean een ine oin one
oun own oon une ion ian ien iawn.

et.

et at ot it ut ate ate eat eet ite ote ute
out ant ent int ont aint eint et iet oet
ect uct art ert irt ort urt ast est ist ost
ust.

am em im om um ame eme imē ome
ume aim eam eem oom.

ag

ag.

ag eg ig og ug agg egg igg ogg ugg eng
 ing ong ung aggl iggl ogl egg ogl uggl
 angl engl ingl ungl ogle ugle.

x.

ax ex ix ox ux.

The preceeding Syllables exemplified.

permission shovel rubber plumage fed aspirating gossiping, lecture pantry attribute balsam rag storax-tree partridge animal webfooted liege morbid correspondent subreptitious accumulate envy trumpet problem beggar index rigging impotent litter public industry rapture mistaken admirable oblige absolute illumination fair fulminant confirmative rib paragoge trod ostentatiously mop octave cannon spot blossom dog transfix ruggedness tumbril utmost unusual upon ductility fustain budding deluge rob steel arbour file astrolabe empire trefoil badge stride trespass tripe rack inner frustrate flame jagg oxlip supreme egg meat pine

pine deck rape bless colonade pledge
tube dale disturbance pail endure tribe
ridge explode amiss rope candlestick lean
feet esteemable pigging efflux boggy gleam
appetite seen stock dupe moss disquietude
lodge globe mule contexture wool nor
glebe drudge bleeding fuss soap goodluck
profane remote sublime muggy poor fowler
garb rouge pleading baseness peep cauk
maintainance sprout monome fang foulness
chair superb arrangement unavoidable
concise nincompoop awkwardness vein
confute perfume ginseng their well orbicular
challenge brooding verbose stamp
undertake lawn inconstant bloom fighting
persevere allude urbanity infringe loudly
profuse distemperature creek maundy thursday
pertinent oblong bear ambient illusive
allonge reprimand prosperous impetuosity
bespeaketh throne squinting sprung sneerer
doll embellishment ungenerous superintendent
victorious romp unlike fortune
affront straggler numskull pyre manual
imbittered lounger indifference advantageous
plumpness joke subjoined gruntling
sniggler

sniggler armour bombardment enlarge dependency
 palpitation rebuke buffoonry restraint goggling mistermed umbrage
 emergent boundage yelping mistook noun
 tainted struggles infirm forgery refund
 gilpin talkative renowned upstart triangle
 storm george arduous pulpos english churme
 dirge guerdon carper clarion menial bird-
 lime welked spaniel subordination perpet-
 trate silk optician pertness single parlour
 worldly suffolk dirt bungling sterling
 absurdity chirper skulking superannuated
 avowal twirled royal thank barn alien
 expect ogler purloined sternly orpiment
 drunkard district innocence bugle october
 yawning extract shorn ennobled monkish
 burnt-offering indestructible usurpation im-
 portant concernest porcupine bunn lasting
 postpone spark churl inconsistency articu-
 lation blurting crustaceousness.

EXAMPLES

EXAMPLES

Of various Anomalies which could not be brought under any of the preceding Principles.

of H aspirate and silent.

This character being not a real letter, but rather a mere sign of aspiration, it has not been taken notice of, and was intentionally avoided in the preceding lessons, with a view of making it the subject of some particular observation. We, therefore, for method's sake, will consider it under a twofold aspect, viz: as aspirate and silent. In the following the teacher is therefore to instruct the pupil how to produce that effect, telling him that it is always to take place at the beginning of words, those which make part of the second section of this lesson excepted.

H aspirate.

habit habitable habitude haddock haggard
hair hairy hail hang happen happy ha-

K

rangue

rangue haughty hedge hell heel hem-
isphere helper her herald hero high
hire his hissing hide hive hoist home
horse hood hoop hop hope hound house
how hot hoy huddle hue humane husband
hush hut huzza.

*In the following and others after the same
Principle, you caution the Child to Trans-
pose the h before the w.*

whale wharf what wheal wheat wheel
wheeler wheeze whelk whelp when whence
where wherret wherry whet whey which
whiff weiffler whig while whilst whim
whin whine whip whirl whirring whisk
whisker whisper whist whistle white whither
whurt. (w silent) whole wholesome wholly
whoop.

*In the following you tell the Learner the
h is silent.*

heir heiress heirless heirloom heirship
herb herbage herby honest honesty honestly
honorary

Honorary honour honourable honourableness
honourably honourer hospital hostler hour
hourly humble humbleness humbler hum-
bles humbly humoral humorist humorous
humour humour'some (*and likewise in the
following*) thucidores thomas thyme thames
asthma demosthenes vehicle graham cobham
clapham denham durham egham bickham
farnham shepherd goatherd catarrh myrrh
burrhus pyrrhus pyrrha gomorrha rhetus
rhetoric rhapsody rhadamanthus rhamnus
rheum rheumatism rhinoceros romb rho-
dope rhodes rhode-island rhubarb.

EXAMPLE OF y LONG.

Conformably to the method, which we have
hitherto followed, of considering the most pre-
valent sound of any letter as the only regular
one, we have only noticed in the foregoing
lessons the short sound of y. It now behoves us
to introduce it to the learner as susceptible of the
long quantity or diphongal power. Indeed, we
must confess that here we find our task rather

arduous, through a wish of guiding the pupil to an accurate distinguishing pronunciation, and the difficulty of adapting the rules, we are to lay down to their young understanding. We must, therefore, leave it to candour to judge of what use the clue we offer may be to them, in a matter so intricate, which has baffled the efforts of the greatest masters, with that advantage on their side, of writing for grown up people; whilst our present labour is intended for infants.

The most serviceable and plainest caution to give them on this head, is that *x* or *bee* thus shaped, becomes *butterfly* or *i*: first at the end of monosyllables; secondly at the end of the first syllable of a polisyllabic word; thirdly, at the end of a word when preceded by *f* or *knife*; and lastly, at the end of verbs in general.

by my thy why sky shy spy awry cry fry
 pry descry outcry lyre 'pyre cycle cy-
 cloid cyclopædia hymen hyphen chyle
 tyrant hydra hyacinth hydrophobia type
 cypress hyena asylum lycanthropy tyke
 tyny tyger tyre tyro tyrant tyrannical rye
 tye lying dying cyrus cyprus syphax
 cyaxares pylos nysus tydeus pylades psyche
 cocytus

cocytus satisfy gratify simplify mollify
dignify exemplify rectify testify versify
verify vilify indemnify signify identify
dulcify tumefy terrify mortify satisfying
gratifying mollifying deny comply apply
multiply supply prophesy denying complying
applying multiplying supplying prophesying.

EXAMPLES

*Of AL, UL, UI, and O, in which the Infant must
be told that the A or UMBRELLA becomes AU, and
the O and U become OO, the Third Combination
dropping at the same Time the I, wherever it
occurs.*

all ball call gall hall fall pall small stall
tall thrall squall save-all bull full pull
push bush puss put bullock bully bullet
bullion bulrush bulwark to do ado prove
move behove approve improve reprove
remove movement bruit fruit bruise cruise
fruitful bruised bruised cruised cruiser
recruit recruiting withal recal appal instal
enthral befal downfal white-hal bengal
springall

springall winnall recruiter recruiting fruitless
cruising bruising fruitfully fruitfulness
fruitlessly improvement removal approval
improver reprover approver approval rome
lose fulness pulley pullet bushel pulpit
butcher fuller cushion cuckoo pudding
fullage sugar always almost also altho'
alder alderman almighty alwise almanack
alnight altar poltron ponton sponton who
whom whose womb woman tomb bosom
wolf alter alterable. false falsehood falter
falstaff malt salt spalt stallfed walnut talness
hussar huzza fulham wonderful graceful
frightful handful mouthful spoonful worsted
wolsey worcester worster wolverhampton
wolfish entombed unbosom womanish
falsify waltron falfication salted wallouse
wallfruit master albeit alterant instalment
fulfil fullage wonderfully gracefully fright-
fully bulfinch puller bushy.

All the other irregularities to be met with in
reading, may be laid to the account of the
quiescence or silence to which both vowels and
consonants

consonants are occasionally liable. What may be the causes of that quiescence of letters, it were presumptuous in us, and useless to the young pupils to attempt to explain. We will, therefore, abstain from any reasoning on this head, and confine our present labour to a statement of facts, as methodical as the confusion of the subject can admit, first with regard to the vowels, and next to the consonants.

EXAMPLES

Of au, ea, eo, ei, or ey and ie, wherein the Pupil being told that the last Vowels are silent, the first of these Combinations will easily be refered to, the a in jar, the Second and Third to the Sound of e in bed, the Fourth and Fifth to the bee, and the Sixth to the butterfly. As an Assistance to the Learner's Memory, we will prefix the Standard Print at the beginning of every Break of the following Praxis.

(Jar) aunt haunt daunt dauntless daunted
askaunceascaunt taunt flaunt flaunting
gaunt gauntly gauntlet jaunt jaunting
jauntiness

jaunetiness haunch launch craunch jaundice
 laundry laundress saunter sauntering maund
 maundy maunder.

(bed) head ahead bedstead bestead stead
 steadfast steady bread breadth behead heady
 dead deadly deaden death dearth deaf
 deafen instead lead leaden leant breakfast
 breast abreast breath cleanse cleanly
 cleanlily earl earldom early pearl impearl
 earn earnest earth earthen earthly endeavour
 feather leather health healthy wealth
 wealthy heard hearse heaven heavy jealous
 learn learning learner leaven meant measure
 peasant pheasant pleasant pleasantry pleasure
 ready readily readiness already realm
 rehearse rehearsal research search sear stress
 spread overspread stealth stealthy sweat
 sweaty thread threaden threat threaten
 threatening treachery treacherous tread
 tredaddle treasure weapon weather yearn
 zealot zealous zealously—leopard jeopardy
 seoffe seoffer seoffmen (*in the following the E is silent and of course the AR returns to the sound of JAR*) heart heartily h arten
 dishearten

dishearten disheartening disheartened heath
hearken.

(bee) ceil ceiling conceit deceit receipt
receipted conceive deceive perceive receive
receiver deceiver inveigle feize feizin
seizure seine plebeian obeisance either
neither galley valley volley alley barley
pulley covey key.

(butterfly) die hie lie belie pie tie vie dier
dies dieft died hies hiest hied tiest ties
tied tiest lies lieth pies ties vies viest vied
flies fleift denies deniest denied denier for-
tified fortifies fortifier gratified gratifies gra-
tifiest gratifieth gratifier satisfied satisfies
satisfiest prophesies prophesiest prophesifieth
prophesied.

EXAMPLES

Of ou and ow sometimes dropping the prepositive and
sometimes the postpositive Vowel, as likewise
assuming occasionally the Sound of oo. We will,
as in the preceeding Praxis, prefix to every Break
the Name of the Emblems to which the Pupil is
to be refered.

1.

(negro)

(negro) coulter court courtier course dis-
 course intercourse recourse concourse source
 resourse bourn four fourteen mould moulder
 mouldering mouldy moult mourn shoulder
 soul poultice poult poult er poultry trou—
 blow flow crow glow flow bow below bes-
 tow low mow row show sow strow snow
 trow own owner flown froward toward
 grown growth fown lower throw thrown
 prowess borrow barrow sorrow furrow
 arrow fellow willow widow window.

(spur) adjourn sojourn journey journal bour-
 geon courteous courtsey courage encourage
 encouragement discourage gournet flourish
 nourish country cousin couple joust mounch
 enough rough tough slough southerly
 southern southward touch touchy young
 younker youngster.

(shoe) bouge croup group aggroup amour
 paramour bouse bousy boute-feu capouch
 cartouch fourbe gourd gout ragout rendez-
 vous rouge soup sous furtout toupee toupet
 tour contour tournay tourney tournament
 pour route routine accoutre accoutrement
 billet doux agouty uncouth wound.

EXAMPLES

EXAMPLES

*Of ua, ue, ui, whein the Pupil must be told of the
u becoming oo or w.*

equator adequate antiquate antiquary assuage
persuade persuasive assuasive persuasion mes-
suage equal equality qualify language con-
suetude dessuetude mansuetude conquest re-
quest languid languish anguish extinguish dis-
tinguish relinquish vanquish languor linguist
penguin sanguine sanguinary sanguinity san-
guineness consanguinity purſuivant guaiacum

EXAMPLES

Of the Anomalies of Consonants.

Of b and p becoming silent.

These two Consonants, belonging to the same Organ, become silent, and ought to be hid at first from the Pupil with the Blade of the knife; the First following *m* in the same Syllable, and before *t*; the Second before *s* and *t* at the beginning of Words, as likewise between *m* and *t*, whether in the middle or the end.

lamb kemb limb comb dumb chimb bomb
 comb tomb thumb plumb numb debt
 debtor indebted doubt doubtful doubtless
 redoubt redoubted redoubtable subtle sub-
 tlety—psalm psalmist psalmody psalmo-
 graphy psalter psaltery pseudo pseudography
 pseudology pshaw ptisan ptyalism ptyisma-
 gogue empty sempstress peremptory sumptuous
 presumptuous exempt exemption
 redemption presumption raspberry tempt
 attempt contempt prompt prompter prompt-
 ing receipt receipted corps.

EXAMPLES

Of ch becoming a Duplicate to sh.

belch welch filch bench drench french
 quench trench trenchant trencher wench
 wrench stench chafe chagrin chamade
 champagne champignon chandelier chaperon
 charlatan chevalier cheveron chicane capu-
 chin cartouch machine machinest chancré,

EXAMPLES

EXAMPLES

Of *g* silent, First at the beginning of Words;
Secondly before *n*, *m*, and *h*, the preceeding
Vowel or Diphong being kept long on account of
the Quiescence of *g* or *gh*.

gnarl gnasp gnat gnaw gnomon gnomonicks
sign assign consign design resign indign con-
dign malign benign arraign campaign im-
pregn oppugn expugn propugn phlegm
paradigm parapegm diaphragm apophthegm
bough dough though although clough
plough furlough slough through thorough
thoroughly throughout borough pugh
bought sought brought thought ought
fought wrought caught aught fraught
naught taught.

EXAMPLES

Of the Anomalies of *k* becoming silent at the begin-
ning of Words before *n*, and having *qu* for its
Duplicate in some Words of French Derivation.

knab knack knave knead knee knife knight
knit

knit knob knock knoll knot know know-
ledge acknowledge knuckle—cōquet antique
oblique opaque pique piquant piquet bur-
lesque grotesque casque masque quadrille
quarter cousin conquer conquerable con-
queror liquor arlequin cinq̄ue critique.

EXAMPLES

Of **L**, **N**, and **T**, silent: the Quiescence of the First Consonant hardly amenable under any Rule; that of the Second taking place before **N** in the same Syllable; and that of the Third when preceeded by **s** and followed by **EN** or **LE**.

almond alms calf half calve halve chaldron
falcon folk yolk fusil halfer malmsey sal-
mon salve talbot balk chalk talk stalk
walk balm calm calmer calmest palm
psalm qualm shalm palmer palmer-worm
hymn limn solemn column autumn con-
demn contem.—hasten chasten fasten listen
glisten christen moisten castle nestle trestle
wrestle wrestler thistle whistle epistle bristle
gristle

gristle jostle apostle throstle bustle justle rus-
tle ostler mistletoe. as likewise in the follow-
ing. eclat trait toopet billet-doux christmas
mortgage currant currants.

A RECAPITULATION OF THE EMBLEMS

*Which it will be found advantageous for the Pupil to
read several times through.*

a glove a church an urn a spade an ape
a cock a drum a fox death a horse a camel
a sickle a hare a knife a cart a fish a table
a bridge a globe a dog a nest a casque a
rose an eagle. a crown a bee a saw a jew
a butterfly a tulip a ham an umbrella a
glass a chair a cage a pen a negro a stack
of hay a fan a spur a jar a cow a shoe a
hat. a boy a mill a king a well arlequin
a gate a kite a stag a lyre a foil a top a
bed a limbeck the sun a stile a crane a
pink a basket a tub a shepherdess. a statue

a basket of eggs a fauchion a mace a scythe
a cataract bacchus a cue a musician a hind
a vision a cuckoo a barge many an onion
instruction mercury's caduceus a vulture
a child a treasure a post chaise.

As Italicks are not very different from the Roman Characters, the short following lessons will prove perfectly sufficient, with a little assistance at first, to make the learner thoroughly acquainted with them. It must not be neglected, however, to make them call the following sounds by the names of their respective emblems or prints, together with their echoes.

ITALICKS.

a ight i oun oy il ing el own ite ag ate
in ough isle ow au e u our oi ue igh y
augb ur oun yle ip am er eign you ile ire
oil op ed ir ou aw ain eir w eu oo ere
ane ew ass age en on ec un o eye ui or
ear

ear oa eigb are ie eig air an ieu ey oe ay eau
ink et ub iew ai efs ar at ea ei eon ee ion æ.

Simple Consonants.

v n d g c k m x s f l r p t b j b
g z q.

Compound Consonants mixed with their Originals.

th cb cl kl gl str ps x fr gue ugh sb cbr
ff c d sc gu pbl rn q phr g scl n sb
ck wr b dr l shr sl br m sn sbt z ff s
ft t lp scb k pr sph j gr sbr gh f scr
tbr f pl sfer st sm skl ffr kr ffl sq bl r
d dl pl spt gn cr p ks pb.

A Reading Piece in Italicks.

a light mine fountain annoyance above
nullity despondent governor careful keeper
the theory preacher clamorous buckle glan-
dule willing belgrade kingdom frowning in
spite merchandize contexture speaks summer
baby strenuously apocalypse extensive fatigue
roughness

roughness sheep chronogram puffing capital
spreading yokemate industry although isle
sow applause me valour firmness hot-house
jarring bombardment aggravate buzzing
quadrant phlegmatick born conquest phrenetic
tick gambler universal honour void retinue
thigh plenty fraught furnish mountaineer
style worship maintain program paper feign-
ing youthful white quagmire broiled oppor-
tune asclepiade none asbestos back wrench
fluid drunk lameness shroud slumber brook
aiming snarl zodiacal fled stirring cloudy
lawful strain their whimsical euphony room
where pane new passage envious cannon
ecclesiastical flaming tortured yelping school-
master kick provide spheroid rejoiced grum-
bler ghostlike affirmative scrape thraldom
superfluous complaint skreened spun moment
eyelid fruitfully spectator bear afloat neigh-
bourhood farewell shield reigneth exuviae
despair man adieu convey standard smug-
glers affray shuffler squalid blindness far-
ther redound middle intercept splendid mag-
net incredulous perpetual talks phosphorick
toe astray flambeau stinking strumpet stub-
born

born reviewed daily attempt speaker cur-
mudgeon sneaking marchioness ædematous.

SOUNDS AND SYLLABLES IN CAPITALS.

Although we do here exhibit the common Alphabet, it must be carefully avoided to teach the Child to call them by any other but their Emblematical Names which he has been taught before.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z.

Simple Consonant Capitals compared with
the small Roman Letters.

d . . .	D	x . . .	X	j . . .	J
n . . .	N	f-s . . .	S	b . . .	B
v . . .	V	l . . .	L	g . . .	G
p . . .	P	r . . .	R	z . . .	Z
k . . .	K	f . . .	F	c . . .	C
m . . .	M	t . . .	T	q . . .	Q

*Double Consonants in Capitals, together with
their Duplicates, compared as above.*

ch . . . CH	sc . . . SC	—	—
th . . . TH	sh, sh . SH	—	—
cl . . . CL	bl . . . BL	—	—
kl . . . KL	gl . . . GL	—	—
st, st . . ST	gu . . . GU	—	—
sk . . . SK	gh . . . GH	—	—
sch . . . SCH	ph . . . PH	—	—
sq . . . SQ	ugh . . UGH	—	—

*Sounds and Syllables exemplified by the Second
Set of Emblems, together with their Du-
plicates in Capitals compared as before.*

oun . . OUN	y . . . Y	ew . . EW
own . OWN	au . . , AU	i . . . I
e E	aw . . AW	eye . . EYE
ea . . . EA	u . . . U	igh . . IGH
ip . . . IP	age . AGE	ur . . , UR
am . . . AM	en . . EN	our . . OUR
a A	o . . . , O	ar . . . AR
af, as . . AS	ai . . . AI	ou . . . OU
are . . , ARE	ay . . . AY	ow . . . OW
		air

air . . .	AIR	an . . .	AN	oo . . .	OO
ear . . .	EAR	er . . .	ER	w . . .	W
eir . . .	EIR	ir . . .	IR	at . . .	AT

Sounds and Syllables exemplified by the Third Set, together with their Duplicates in Capitals compared as before.

oi . . .	OI	ire . .	IRE	ile . . .	ILE
oy . . .	OY	yre . .	YRE	yle . .	YLE
il . . .	IL	oil . .	OIL	isle . .	ISLE
ing . . .	ING	op . .	OP	ane . .	ANE
el . . .	EL	ed . .	ED	ain . .	AIN
in . . .	IN	ec . .	EC	eign .	EIGN
ate . . .	ATE	eck .	ECK	ink . .	INK
ite . . .	ITE	un . .	UN	et . . .	ET
ight .	IGHT	on . .	ON	ub . . .	UR
ag . . .	AG	eon .	EON	es, es . .	ES

Sounds and Syllables exemplified by the Fourth Set, together with their Duplicates in Capitals compared as before.

tu . . .	TU	eous .	EOUS	tian . .	TIAN
g . . .	CT	qu . . .	QU	cian . .	CIAN

kt

kt KT	coo . . . COO	sian . . . SIAN
ision . . . ISION	ture . . . TURE	ffian . . . SSIAN
izion . . . IZION	tion . . . TION	yun . . . YUN
cious . . . CIOUS	cion . . . CION	ion ION
tious . . . TIOUS	sion . . . SION	easure EASURE
ceus . . . CEUS	sion . . . SSION	th TH
ceous . . . CEOUS	cu CU	ind IND
exe EXE	ge GE	ction . . . CTION
us US	ild ILD	xion . . . XION
ous OUS	ce CE	aise AISE

*The Sounds and Syllables exemplified by the
Four Set of Emblems, together with their
respective Duplicates in Capitals mixed.*

OUN OI D TU CH OY CT TH N
OWN CL IL V ING KL ISION Q E
ES XION AISE AT UB CUGH KT W
IN IZION P ST CIOUS ATE M PH
EA INK CTION OO IND AT Y
ITE TIOUS K CEUS OW IGH GH
AU AG TH OU EASURE EIGN AR
ION IRE CEOUS X GU AIN ILD
AU YRE GL EXE OIL S OUR YUN
ANE CE BL US ED U Z SSIAN
UR ISLE OP SH EW GE IR OUS

L

L SQ EL R I EC SIAN SC EOUS
ECK EXE EYE CU YLE CIAN ER
G SCH IGH QU AN ILE TIAN IP
TION AM TURE B UN A ON COO
F SK AS SSION T ARE O EN EON
J SION AI AGE EAR AIR CION
EIR.

The same exemplified in a Reading Piece.

RESTRICTION DECLARE INFILCT-
ING GLOVE COMBAT PHYSICIAN
DISTRESS CONFIRMATION FOR-
BEARING APERTURE MARVELLOUS
BINDER BOUNDAGE GRACIOUS DIS-
TEMPERED THEIR ANXIOUS BED-
DING COCKSPUR ESTEEM EXECU-
TION PENMANSHIP NEIGHBOUR-
ING CROWNED VOUCHERS MAXIM
ATTRACTION PROFLIGATE VILE
LIBERTINISM NAME LIBIDINOUS
CONNEXION BLOOMING WITH
YOUTH FACTIOUS SPEAKER THERE-
ABOUT IMMERSED INN SLOTH RE-
NOWN

NOWNIGHT PRAISE ISTATUE
KITE SPECTATOR COLOMBUS
CHRISTOPHER PLUMAGE HMPO-
TENCE REQUESTING CADUCEUS
CURFEW JOYLESS SPOILER OF
MIRTH PARNASSIAN LAUREL
GRAMMAR AMBITIOUS OF PLEA-
SING MEASUREMENT SUSPENSION
THINKER CLUBBIST EYE-LID
GHOSTLIKE ENVY DECISION EX-
TERNAL PERPLEXITY CRETACEOUS
DIOCLETIAN PUBLISHER
TRUMPET LISLE FOUNTAIN CHILD-
ISH ZODIACAL REQUIREST AFFIXED
SUSPICION LIMBECK FLAG VICTO-
RIOUS CONTAMINATE EMBROILER
UNITE GUEST DAGGER PROSPEC-
TUS AFFAIR DELAY ADVANTAGEOUS
STINK SERMON CHURCH-
MAN ENLARGE MARE PROFUSE-
NESS PYLE INTRUSION MACE
STAGGERER INCUMBENT BOAT
JUDGE THEOLOGAL APPRAISER
EFFLUXION TREASURY MILDNESS
POMPOUS

POMPOUS SCIENCE ABRIDGEMENT
COLOSSUS EXERTED ACTION POR-
CUPINE TESTACEOUS THE PER-
MISSION ADVENTURE AUDACI-
OUSLY PROVISION BUCKLER IN-
VECTIVE ATTRIBUTE WISDOM
OPPORTUNE EXISTENCE COG-
NATE DOOM FINDING CORNET
ENEMY KICK OWL MIGHTY A-
GHAST LAWLESS THOUSAND
FOUL REIGNING STARLIGHT MIN-
ION EMPIRE FOX GUARDIAN
SPRAIN WILD BECAUSE GLEAM-
ERING TREFOIL SENSIBILITY
VALOUR RASTBANE BLAMELESS
FUSTIAN EXPECTED DUTIOUS
ZIG-ZAG PURPOSE ADOPTIVE
SHEEP SHEARING JEWESS EFFUL-
GENCE THIRSTY ANIMAL SQUAN-
DERED WELFARE TERROR NINE
BECKONING PERSIAN SCABBARD
NECK CUPIDITY MARCIAN PER-
PETUAL SCHEME SIGH QUESTOR
ORGANIC STILE SLIPPERS AMB-
IENT STATURE PUNSTER ZEBRA

SON ASKING ASPIRE EXTERMINATE BARE FOOT FENCER JAUNDICE MAIMED SURGEON STAGE PEAR-TREE PHOCION STAIRS.

The Counsels of Wisdom.

THE SPEECH OF A MODEST MAN GIVETH LUSTRE TO TRUTH, AND THE DIFFIDENCE OF HIS WORDS ABSOLVETH HIS ERROR. BUT, BEHOLD THE VAIN MAN, AND OBSERVE THE ARROGANT; HE CLOATHETH HIMSELF IN RICH ATTIRE, HE WALKETH IN THE PUBLIC STREET, HE CASTETH ROUND HIS EYES AND SOLICITETH ADMIRATION. THIS INSTANT IS THINE, THE NEXT IN THE WOMB OF FUTIRITY, AND THOU KNOWEST NOT WHAT IT MAY BRING FORTH. WHATSOEVER THOU RESOLVEST TO DO, DO IT QUICKLY; DEFER NOT TILL THE EVENING WHAT THE MORNING MAY ACCOMPLISH

PLISH. IDLENESS IS THE PARENT OF WANT AND PAIN; BUT THE LABOUR OF VIRTUE BRINGETH FORTH PLEASURE AND EASE. BY A VIRTUOUS EMULATION THE SPIRIT OF MAN IS EXALTED WITHIN HIM; HE PANTETH AFTER FAME AND REJOICETH AS A RACER TO RUN HIS COURSE. PUT A BRIDLE ON THY TONGUE, SET A GUARD BEFORE THY LIPS, LEST THE WORDS OF THINE OWN MOUTH DESTROY THY PEACE. OF MUCH SPEAKING COMETH REPENTANCE, BUT IN SILENCE IS SAFETY. PERILS, AND MISFORTUNE, AND WANTS, AND PAIN, AND INJURY, ARE MORE OR LESS THE CERTAIN LOT OF EVERY MAN THAT COMETH INTO THE WORLD. IT BEHOVETH THEE, THEREFORE, O CHILD OF CALAMITY! EARLY TO STRENGTHEN THY MIND WITH COURAGE AND PATIENCE, THAT THOU MAYEST SUPPORT, WITH RESOLUTION, THY ALLOTTED PORTION OF HUMAN EVIL. TO BE CONTENT WITH LITTLE IS THE GREATEST WISDOM; AND HE THAT ENCREA-

SETH HIS RICHES ENCREASETH HIS CARES: BUT A CONTENTED MIND IS A HIDDEN TREASURE, AND TROUBLE FINDETH IT NOT. THE NEAREST APPROACH THOU CANST MAKE TO HAPPINESS ON THIS SIDE THE GRAVE IS TO ENJOY UNDERSTANDING AND HEALTH. THESE BLESSINGS IF THOU POSSESSEST, AND WOULDEST PRESERVE TO OLD AGE; AVOID THE ALLUREMENTS OF VOLUPTUOUSNESS, AND FLY FROM HER TEMPTATIONS. FROM FEAR PROCEEDETH MISFORTUNE; BUT HE THAT HOPETH HELPETH HIMSELF. NEVERTHELESS LET NOT HOPE ALLURE, NOR FEAR DETER THEE FROM DOING THAT WHICH IS RIGHT; SO THAT THOU BE PREPARED TO MEET ALL EVENTS WITH AN EQUAL MIND. IN ALL THY DESIRES LET REASON GO ALONG WITH THEE, AND FIX NOT THY HOPE BEYOND THE BOUNDS OF PROBABILITY: SO THY HEART SHALL NOT BE VEXED WITH DISSAPPOINTMENT. INDULGE NOT THYSELF IN THE PASSION OF ANGER; IT IS WETTING A SWORD TO WOUND THINE OWN BREAST, OR MURDER THY

THY FRIEND. ON THE HEELS OF FOLLY
TREADETH SHAME: AT THE BACK OF
ANGER STANDETH REMORSE. THE
TEARS OF THE COMPASSIONATE ARE
SWEETER THAN THE DEW-DROPS FAL-
LING FROM THE ROSES ON THE EARTH:
DO NOT THEREFORE SHUT THY EAR
AGAINST THE PETITION OF THE POOR;
NEITHER HARDEN THY HEART AGAINST
THE CALAMITIES OF THE INNOCENT. THE
PIETY AND DUTIFULNESS OF A CHILD IS
SWEETER THAN THE INCENSE OF PERSIA
OFFERED TO THE SUN; YEA MORE DE-
LICIOUS THAN ODOURS WAFTED FROM
A FIELD OF ARABIAN SPICES, BY THE
WESTERN GALES. BE GRATEFUL THEN
TO THY FATHER, FOR HE GAVE THEE
LIFE; AND TO THY MOTHER, FOR SHE
SUSTAINED THEE. IF THY BROTHER IS
IN ADVERSITY, ASSIST HIM; IF THY SIS-
TER IS IN TROUBLE FORSAKE HER NOT:
BUT ALWAYS REMEMBER THAT YE ARE
THE CHILDREN OF ONE FATHER, PROVI-
DED FOR BY HIS CARE; AND THAT THE
SAME MOTHER'S BREAST HAS GIVEN YOU
SUCK. DO THOU NEVER FORGET THERE
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CREATOR, THE GOVERNOR OF THE
WORLD; ALMIGHTY, ALSEEING, ETER-
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BENENICIENT, AND TO HIM ALONE, BELONG WORSHIP, ADORATION, THANKSGIVING AND PRAISE. DO THEREFORE REVERENCE THE MAJESTY OF THE OMNIPOTENT; AND TEMPT NOT HIS ANGER, LEST THOU BE DESTROYED. PRAISE HIS GOODNESS WITH SONGS; AND LET THY HEART OVERFLOW WITH GRATITUDE AND ACKNOWLEDGEMENT. AS HE ESTABLISHED HIS LAWS IN GOODNESS AND MERCY, SHALL HE NOT PUNISH THE TRANSGRESSORS THEREOF? THINK NOT THEREFORE, BOLD MAN, THAT BECAUSE THY PUNISHMENT IS DELAYED, THE ARM OF THE LORD IS WEAKENED; NEITHER FLATTER THYSELF WITH HOPES THAT HE WINKETH AT THY DOINGS. HIS EYE PIERCETH THE SECRETS OF EVERY HEART, AND HE REMEMBERS THEM FOR EVER. LET PRUDENCE THEN ADMONISH, LET TEMPERANCE RESTRAIN THEE; LET JUSTICE GUIDE THY HAND, BENEVOLENCE WARM THY HEART, AND GRATITUDE TO HEAVEN INSPIRE THEE WITH DEVOTION.



A HISTORY

A HISTORY

OF

TWO REDBREASTS and their FAMILY.

IN a hole which time had made, in a wall covered with ivy, a pair of redbreasts built their nest. In this happy and safe retreat the hen laid four eggs, and then sat upon them with the most anxious care. Her tender mate every morning took her place in turn, while she picked up a hasty breakfast, and often, before he tasted any food himself, he cheered her with a song.

At length the day arrived when the happy mother heard the chirping of her little ones, and presented them to her mate, who viewed them with rapture, and seated himself by her side, that he might share her pleasure.

We may promise ourselves much delight in rearing our little family, said he, but it will occasion us a great deal of trouble; it will therefore be necessary for you to leave the nest occasionally, in order sometimes to seek provisions for them. I myself must take a larger flight, for some

some insects that are proper for the nestlings, cannot be found in all places; however I will bear you company whenever it is in my power. The little ones now began to feel the sensations of hunger, and open their gaping mouths for food; on which their kind father instantly flew forth to find it for them, and in turns supplied them all, as well as his beloved mate.

The next morning they were awakened by the dawn of day, by the song of a skylark, who had her nest near the same orchard; and, as the young redbreasts were impatient for food, their father cheerfully prepared himself to renew his toil, but first requested his mate to accompany him. That I will do, replied she, at a proper hour, but it is too early yet: I must therefore beg of you to go by yourself and procure a breakfast for us, as I am fearful of leaving the nestlings before the air is warmer, lest they should be chilled. To this he readily complied and fed all his little darklings, who, for the sake of distinction, shall be named, in this narrative, Robin, Dicksy, Flapsy and Pecksy. When this office was performed, he perched on an adjacent tree, and there while he rested entertained his family with his melody, till his mate springing from the nest, called on him to attend her; upon which he instantly took wing, and followed her to a court-yard belonging to an elegant mansion.

No sooner did they appear before the parlour window, than it was hastily thrown up by Miss Harriet Benson, a little girl about eleven years old, the daughter of the gentleman and lady to whom the house belonged.

Miss Harriet, with great delight, called her brother to see two robin redbreasts; and she was soon joined by Master Frederick, a fine chubby rosy cheeked boy about six years of age, who, as soon as he had taken a peep at the feathered strangers, ran to his mamma, and entreated her to give him something to feed the birds with. I must have a great piece of bread this morning, said he, for there are all the sparrows and chaff-finches that come every day, and two robin redbreasts besides. Here is a piece for you, Frederick, replied Mrs. Benson cutting a roll that was on the table.

Miss Harriet being quite impatient to exercise her benevolence, requested her brother to remember that the poor birds would soon fly away if he did not make haste to feed them; on which he ran to the window with his treasure in his hand.

Master Frederick held a short contest with his sister, in order to prevail upon her to let him feed all the birds himself; but finding that he could not fling the crumbs far enough for the redbreasts, who with the timidity of strangers kept at a distance, he resigned the task, and Miss Harriet,

with dexterous hands, threw some of them to the very spot where the affectionate pair stood, waiting for an opportunity of attracting her notice, and with grateful hearts picked up the portion assigned to them; and in the mean while the other birds, having satisfied their hunger, successively withdrew, and they were left alone.

The redbreasts having finished their meal, the mother bird expressed her impatience to return to the nest; and having obtained her mate's consent, repaired with all possible speed to her humble habitation, whilst he tuned his melodious pipe, and delighted their young benefactors with his music; he then spread his wings, and took his flight to an adjoining garden, where he had a great chance of finding worms for his family.

The mother, however had repaired to the nest; her heart fluttered with apprehension, as she entered it, and she eagerly called out, are you all safe, my little dears? All safe, my good mother, replied Pecksy, but a little hungry, and very cold. Well, said she, your last complaint I can soon remove; but with respect to the satisfying your hunger, that must be your father's task, for I have not been able to bring any thing good for to eat; however, he will soon be here, I make no doubt. Then spreading her wings over them all, she soon communicated warmth to them, and they were again comfortable.

In

In a very short time her mate returned ; he brought in his mouth a worm, which was given to robin ; and was going to fetch one for Dicky, but that his mate reminded him of their agreement, to divide betwixt them the care of providing for the family ; and immediately on her quitting the nest, he entered it, and gathered his young under his wings.

Come, my dears, said he, let us see what kind of a nurse I can make ; but an awkward one, I fear ; even every mother bird is not a good nurse : but you are very fortunate in yours, for she is exceedingly tender, and I hope you will make her a dutiful return for her kindness. They all promised that they would. Well, then, said he, I will sing you a song. He did so, and it was a merry one, and delighted the nestlings exceedingly ; so that, though they laid a little inconvenient under his wings, they did not regard it, nor think the time of their mother's absence too long.

As soon as she had obtained what she went for, she returned with all possible speed ; and notwithstanding the repeated invitations of many gay birds which she met to join their sportive parties, she kept a steady course, preferring the pleasure, of feeding little Dicky to all the diversions of the fields and groves. As soon as the hen came near the nest, her mate started up to make room for her, and take his turn as purveyor to their

family. Once more adieu! said he, and was out of sight in an instant.

In this manner several days passed with little variation; the nestlings were very thriving, and daily gained strength through the care of their indulgent parents, who every day visited their friends, Master and Miss Benson.

It happened one day that both redbreasts were absent longer than usual; for their little benefactors, having been fatigued with a very long walk the evening before, lay late in bed that morning; but as soon as Frédéric was dressed, his sister, who was waiting for him, took him by the hand, and laid him down stairs; and ran hastily to ask the cook if she had not a collection of crumbs in reserve for him to give to his birds, which he ran afterwards to distribute to them, assisted by his sister miss Harriet.

As many birds had nests, they eat their meal with all possible expedition; among this number were the robins, who dispatched the business as soon as they could, for the hen was anxious to return to her little ones, and the cock to procure them a breakfast; and having given his young friends the wonted serenade before they left their bedchambers, he did not think it necessary to stay to sing any more; they therefore departed.

When the mother bird arrived at the ivy wall, she stopped at the entrance of the nest with a palpitating

palpitating heart; but seeing her brood all safe and well, she hastened to take them under her wings. but she soon observed that they were not as cheerful as usual. What is the matter? said she, how have you agreed during my absence? to these questions all were unwilling to reply; for the truth was that they had been quarrelling almost the whole time. what! all silent! said she; I fear you have not obeyed my commands, but have been contending. I desire you will tell me the truth. Robin knowing that he was the greatest offender, began to justify himself before the others could have time to lay an accusation against him.

I am sure, mother, said he, I only gave Dick a little peck, because he crowded me so; and all the others joined with him and fell upon me at once.

Since you have begun, Robin, replied Dick, I must speak, for you gave me a very hard peck indeed; and I was afraid you had put out my eye; I am sure I made all the room I could for you; but you said you ought to have half the nest, and to be master of us all when our father and mother were out, because you were the eldest.

This is a sad story indeed, said the mother. I am very sorry to find, Robin, that you already discover such a turbulent disposition. If you go on

on in this manner we shall have no peace in the nest; nor can I leave it to supply your wants with any degree of satisfaction. As for your being the eldest, it does not give you a privilage to domineer over your brothers and sisters. To show you therefore that you are not master of the nest, I desire you to get from under my wing, and sit on the outside, while I cherish those who are dutiful and good.

Robin, greatly mortified and vexed, retired from his mother; on which Dicky, with the utmost kindness attempted to intercede for him. But his mother answered to him; you are a good bird, Dicky: but such an offence as this must be repented before it is pardoned. At this instant her mate returned with a fine large worm, and looked as usual for Robin, who lay skulking by himself. Give it to Dicky, said the mother; Robin must be served last this morning; nay, I do not know whether I shall permit him to have any victuals all the day. Dicky would rather decline taking the worm, but upon his mother's injunction not to detain his father, he opened his mouth and swallowed the delicious mouthful. What can be the matter, said the good father, when he had emptied his mouth: surely none of the little ones have been naughty? but I cannot stop to enquire at present, for I have left another

fine

fine worm, which may be gone if I dont make haste back.

As soon as he departed, Dicky renewed his solicitations that Robin, must be forgiven ; but as he sat swelling with anger and disdain, his mother would not hear a word in his behalf. The father soon came and fed Flapsy, and then thinking it best for his mate to continue her instructions to the young brood, he made another excursion ; during which Pecksy, whose little heart was full of affectionate concern for the punishment of her brother, thus attempted to comfort him.

Dear brother, said she, to Robin, do not grieve, I will give you my breakfast, if my mother will let me. Oh, said Robin, I do not want any breakfast ; if I am not to be served first I will have none. Shall I ask my mother to forgive you ? I do not want any of your intercessions, answered he ; if you had not been a parcel of ill-natured things I should not have been pushed about as I am.

Come back, Pecksy, said the mother, who overheard them ; I will not have you hold converse with so naughty a bird. I forbid even every one of you to go near him. The father then arrived, and Pecksy was fed ; you may rest yourself, my dear, said the mother ; your morning task is ended. Why, what has Robin done ? asked he. What I am sorry to relate, she replied ; quarrelled

quarrelled with his brothers and sisters. Quarrelled with his brothers and sisters ! you surprise me : I could not have suspected he would have been so foolish or so unkind. O, this is not all, said the mother, for he presumes on being the eldest, and claims half the nest to himself when we were absent, and now is sullen because he is disgraced and not fed first as usual. If this is the case, answered the father, leave me to settle this business, my dear, and pray go into the air a little, for you seem to be sadly agitated. I am disturbed, said she, I confess ; for, after all my care and solicitude, I did not expect such a sad recompence as this. I am sorry to expose this perverse bird, even to you, but he resists my efforts to reform him. I will do as you desire, go into the air a little ; so saying she repaired to a neighbouring tree, where she waited, with anxious expectation, the event of her mates interposition.

As soon as the mother departed, the father thus addressed the delinquent. And so, Robin, you want to be the master of the nest ! a pretty master indeed, who does not know how to govern his own temper ! I will not stand to talk much to you now, because in your present disposition you would in all probability turn a deaf ear to my admonitions ; but depend upon it, I will not suffer you to use any of the family ill, particularly your good mother ; and if you persist in obstinacy,

believe

I will

I will certainly turn you out of the nest before you can fly. These threatenings intimidated Robin, and he also began to be very hungry as well as cold; he therefore promised to behave better for the future, and his brothers and sisters pleaded earnestly that he might be forgiven and restored to his usual place.

I can say nothing in respect to the last particular, replied the father, that depends upon his mother; but as it is his first offence, and he seems to be very sorry, I will myself pardon it, and intercede for him with his mother, who I fear is at this time lamenting his obduracy. On this, he left the nest to seek for her. Return, my dear, said he, to your beloved family; Robin seems sensible of his offence, and longs to ask your forgiveness. Pleased at this intelligence, the mother raised her drooping head, and closed her wings, which hung mournfully by her sides, expressive of the dejection of her spirits. I fly to give it him, said she, and hastened to the nest.

I accept your submission, Robin, said she, and will once more receive you to my wing; but indeed your behaviour has made me very unhappy. She then made room for him, he nestled closely to her side, and soon felt the benefit of her fostering heat; but the pain of hunger still remained unremoved; yet he had not confidence to ask his father to fetch him any victuals; but this

kind parent waited not for solicitation; for seeing that his mother had received him into favour, he went with all speed to an adjacent field, where he soon met with refreshment for him. Thus peace was restored to the nest, and the happy mother once more rejoiced that harmony reigned in the family.

All the nestlings continued very good for several days, and no occurrence happened worth relating: the little flock were soon covered with feathers, which their mother taught them to dress, telling them that neatness was a very essential thing, being conducive to health, and also to the rendering them agreeable in the eye of the world.

Robin was a very strong, robust bird, not remarkable for his beauty; but there was a great briskness in his manners, which covered many defects, and promised to become in time a very good songster.

Dicky had a remarkable fine plumage; his breast was of a beautiful red, his body and wings of an elegant mottled brown, and his eyes sparkled like diamond.

Flapsy was also very pretty, but more distinguished for the elegance of her shape than for the variety and lustre of her feathers.

Pecksy had no outward charms to recommend her to notice; but her temper was constantly serene; she was very attentive to the happiness of

of her parents, and would not have grieved them for the world.

Their affectionate father and mother attended to them with unremitting tenderness and care, and paid their daily visit to Master and Miss Benson, who very punctually discharged the benevolent office of feeding them. The Robin redbreasts made familiar by repeated favours approached nearer and nearer to their little friends by degrees, and at length ventured to enter the room and feed upon the breakfast table.

One day, as they had been paying that visit as usual, the father took his flight in search of some food for his family, and his mate returned to the nest. Upon approaching it, she was surprised at not hearing the usual chirping of her young ones; and what was her astonishment at seeing them all crowded together, trembling with apprehension: what is the matter, my nestlings, said she, that I find you in this terror? What has terrified you in this manner? Oh! I do not know, replied Dicky, but we have seen such a monster as I never beheld before. A monster, my dear! pray describe it. I cannot, said Dicky, it was too frightful to be described. Frightful indeed, cried Robin, for he terrified me out of my senses, as he stared at us with his two large glaring eyes. I cannot at all conceive what this thing could be, said the mother, but here comes your fa-

ther, who perhaps will be able to explain the appearance which has so alarmed you to day.

As soon as he had given the worm, which he brought to Robin, he was preparing to depart for another; but, to his surprise all the rest of the nestlings begged him to stay, declaring they had rather to go without their meal, on condition he would remain at home and take care of them. Take care of you! said he; why is that more necessary now than usual? The mother then related to him the strange occurrence that had occasioned this request. Nonsense, said he; a monster? glaring eyes! I do not understand such stuff. Besides, as it did them no harm, why are they to be in such dread now it is gone? but I will fly all round the orchard, and perhaps may chance to meet that huge monster.

He did so, and soon returned. Well, said he to his mate; I have seen the monster: it is a man, no other than our friend the gardener, who has so alarmed them.

A man! cried Dicky, was that frightful thing a man? nothing more, I assure you, answered the father, and a good one too, I have reason to believe; for he is very careful not to frighten your mother nor me when we are picking up worms, and has frequently thrown crumbs to us when he was eating his breakfast.

When

When the redbreasts had quieted the fears of their family, they fed them as usual; and then having a little private business, they retired to a tree, desiring their little nestlings not to be terrified if the monster should look in upon them again. They promised to bear the sight as well as they could.

When the old ones were seated in the tree, it is time, said the father to take our nestlings abroad. You see, my love, how very timorous they are, and if we do not use them a little to the world, they will never be able to shift for themselves. Very true, replied the mother, they are now full fledged, and if you please, we will take them out to-morrow: but it will be necessary for me to prepare them for it; I will therefore return to the nest. One of the best preparations answered her mate, will be to leave them by themselves a little; therefore we will now take a flight together for a short time, and then go back. The mother complied but not without reluctance, for she longed to be with her young family.

Early in the morning of the next day the hen redbreast awakened her young brood. The father was upon the wing betimes, that he might give each of his young ones a breakfast before they attempted to leave the nest. When he had fed them, he desired his mate to accompany him as usual to Mr. Benson's, were finding the parlour window

opened,

opened, and their young friends sitting with their mamma, they took their usual post on the tea table, and the cock bird sang his morning lay ; after which they returned with all possible speed to the nest ; for, having so important an affair to manage, they could not long be absent.

As the father entered the nest, he cried out, with a cheerful voice, well, my nestlings, are you all ready ? yes they replied. The mother then advanced, and ordered that each of them would get upon the edge of the nest. Robin and Pecksy sprang up in an instant, but Dicky and Flapsy being timorous were not so expeditious.

The hearts of the parents thrilled with a rapturous delight at the advantageous view they now had of their young family, which appeared to be strong, vigorous and lively ; and in a word endued with every gift of nature requisite to their success in the world.

Now, said the father, stretch your wings, Robin, and flutter them a little as I do, and be sure to observe my directions exactly. very well ; do not attempt to fly yet, for here is neither air nor space enough for that purpose. Walk gently after me to the wall ; now hop and perch upon this branch, and as soon as you see me fly away spread your wings, and exert all your strength to follow me.

Robin

Robin acquitted himself to admiration, and alighted safely on the ground. Now stand still, said the father, till the rest join us : then going back, he called upon Dicky to do the same as his brother had done ; but Dicky was fearful of fluttering his wings, for he had a great deal of cowardice in his disposition, and expressed many apprehensions that he should not reach the ground without falling, as they were such a great height from it. His father, who was a very courageous bird, was very angry with him.

Why, you foolish little thing, said he, do you mean to stay in the nest by yourself and starve ? I shall leave off bringing you food, I assure you. Do you think your wings were given you to be always folded by your sides, and that the whole employment of your life is to dress your feathers and make yourself look pretty ? get up this instant.

Dicky intimidated by his fathers displeasure got up and advanced as far as as the branch from which he was to descend ; but here again his courage failed him, and he suffered his father to lead the way twice without following him. This good parent finding that he would not venture to fly, took a circuit unperceived, and watching the opportunity when his wings were a little spread, came suddenly behind and pushed him off the branch. Dicky, finding himself in

actual

actual danger, gladly stretched his pinions, and upborn by the air, gently descended to the ground.

The mother had not had much less trouble with the female part of her family, but she had at last triumphed over their fears and hesitation, and they had all safely alighted to the same spot, where every object on which they turned their eyes excited their curiosity and wonder.

As soon as they had a little recovered from the fatigues and fright of their first essay at flying; come, said the father, let us proceed to business; we did not leave the nest merely to look about us. You are now safely landed on the ground, let me instruct you what you are to do on it. We small birds have a very easy task, in comparison of many animals I have had an opportunity of observing, being only required to seek food for ourselves, build nests, and provide for our young ones, till they are able to procure their own livelihood.

The parents then instructed their young in what manner to seek for food, and they proved very successful, for there was a number of insects just at hand. Dicky had the good fortune to find four little worms together, but instead of calling his brother and sisters to partake of them, he devoured them all himself.

Are you not ashamed, you little greedy creature? cried his father, who observed his selfish disposition:

diposition: what would you think of your brothers and sisters, were they to serve you so? in a family every individual ought to consult the welfare of the whole, instead of his own private satisfaction. It is his own truest interest to do so.

Dicky was quite confounded; in the mean while Robin found a caterpillar which he intended to take for Pecksy; but just as he was going to pick it up, a linnet which had a nest in the orchard, snatched it from him and flew away with it. Inflamed with the most furious rage, Robin came to his father, and entreated that he would fly after the linnet and tear his heart out.

That would be taking a violent revenge indeed, said his father. No, Robin, the linnet has as great a right to the caterpillar as you or I; and in all probability, has many little gaping mouths at home ready to receive it. But now let us see your dexterity in flying upwards; come, I will show you how to raise yourself.

Oh! you need not take that trouble, said the conceited nestling, as I flew down I warrant I know how to fly up; then spreading his wings he attempted to rise, but in so unskilful a manner, that he only shuffled along upon the ground. That will never do, however, cried the father; shall I show you now? Robin persisted in it that he stood in no need of instruction, and tried



again;

again ; he managed to raise himself a little way, but soon tumbled headlong. His mother then began reproofing him for his obstinacy, and advised him to accept his father's kind offer of teaching him.

Let him alone, let him alone, said the father ; if he is above being taught he may find his own way to the nest, I will teach his brother. Come, Dicky, said he, let us see what you can do at flying upwards, you did cut a noble figure this morning when you flew down. Dicky with reluctance, advanced ; he said he did not see what occasion they had to go back to the nest at all ; he should suppose they might easily find some snug corner to creep into till they were strong enough to roost in trees, as other birds did.

Why you, said the father, are as ridiculous with your timidity as Robin with his conceit. Dicky, then began to think that it was his interest to obey his father, and said he would endeavour to fly up, but was still fearful he should not be able to effect it. Never despair said the father, of doing what others have done before you. Dicky was now ashamed of himself, and inspired with emulation spread his wings and his tail ; his father with pleasure placed himself in a proper attitude before him, then rising from the ground led the way ; and Dicky, by following his example, safely arrived at the nest, which he found a most comfortable

fortable resting place after the fatigue of the morning.

The father, having seen him safe home, returned to his mate who during his absence had been giving the same instructions to the female part of the family. They all got back safe home, except Robin, who altho' he felt conscious he had been wrong would not humble himself to his father; who, therefore, resolved to leave him a little while, and returned to the nest.

When Robin found himself deserted, instead of being sorry, he gave way to anger and resentment: Why, cried he, am I to be treated in this manner, who am the oldest, while all the little darlings are fondled and caressed? but I don't care, I can get to the nest yet, I make no doubt. He then attempted to fly, and after a great many trials, at length got up in the air, but knew not which way to direct his course; at length, quite spent with fatigue, he fell to the ground and bruised himself a good deal: Stunned with the fall he lay for some minutes motionless, but soon revived; and finding himself alone in this dismal condition, the horrors of his situation filled him with dreadful apprehensions, and the bitterest remorse.

Oh! cried he, that I had but followed the advice and example of my tender parents! What kind beak will supply me with food to assuage the

pangs of hunger which I shall soon feel? by what means shall I procure even a drop of water to quench that thirst that so frequently returns? who will protect me from the various tribes of barbarous animals which I have been told make a prey of little birds? Oh my dear, my tender mother, if the sound of my voice can reach your ears, pity my condition, and fly to my succour.

The kind parent instantly stood before him. I have listened, said she, to your lamentations; but, alas! I can do but little for your relief. However let me persuade you to exert all your strength; I will endeavour to procure you some refreshment, and at the same time contrive means of fixing you in a place of more security and comfort than that in which you at present lie; and upon this, she flew back to the nest. You have been absent a long time, my love, said her mate, but I suspected you were indulging your tenderness towards that disobedient nestling. However, is he likely to live and reward your kindness? yes, said she, he will, I flatter myself, soon perfectly recover, for his hurt is not very considerable. This is pleasing news indeed, said he.

The little nestlings, delighted to hear their tender brother was safe, entreated their father to let them descend again and keep him company; which request he declined. They did not persist, knowing that their parent was the best judge what was

was proper to be done. When he had been for some time by himself, his mother made him another visit, and told him she had interceded with his father, and that he would come and see him before he went to rest. Robin rejoiced to hear that there was a chance of his being reconciled to his father. He soon heard the well-known voice to which he used to listen with joy, but which now caused his whole frame to tremble.

Your present humility and distress, Robin, said he, disarm my resentment; I gladly pronounce your pardon, and come to contrive some means to secure you from cold at least. In a part of the orchard there is a place belonging to our friend the gardener, where I have sheltered myself from several storms, and I am sure it will afford you a comfortable lodging. So follow me before it is too late. The old bird led the way and his son followed him to the door of the tool-house which they found open; and as the threshold was low, Robin managed to get over it. His father looked carefully about, and at last found in a corner, a parcel of shreds, kept for the purpose of nailing up trees. Here, Robin, said he, is a charming bed for you; let me see you in it.

Tho' this habitation was much better than Robin expected, yet he deeply regretted his absence from the nest. However, though part of the

night was spent in bitter reflections, fatigue at length prevailed over anxiety and he fell asleep.

Before the sun showed his glorious face in the east, every individual of this affectionate family were awake, and begged to go and see their brother. To this request the father promised his consent, as soon as the gardener would have opened the tool-house, which they all did accordingly. There they found him in his snug little bed ; but who can describe the happy meeting ? who can find words to express the raptures which filled every little bosom ?

When the first transports subsided, I think, said the father, it will be best to return from hence ; if our friend returns he may take us for a set of thieves, and suppose we come to eat his seeds, and I should be sorry he should have an ill opinion of us. Well, I am ready, said his mate ; and we, cried the whole brood ; they accordingly left the tool-house, and hopped about among the currant bushes. at the usual hour of visiting Mrs. Benson's tea table the affectionate pair took their morning's flight, and found the young gentleman and lady with their mamma.

As soon as the old redbreasts had left their little family, Pecksy with great solicitude, began to ask Robin where he had hurt himself, and how he did ? Oh ! said he, I am much better ; but it is a wonder I am now alive, for you can-
not

not think what a dreadful fall I had. Why, young creatures, like, us, said Pecksy, certainly stand in need of instructions, and ought to think themselves happy in having parents who are willing to take the trouble of teaching them what it is necessary for them to know. Whilst she was speaking, a hawk appeared in sight, on which the whole party involuntarily threw themselves on their backs, screaming with all their might; and at the same instant the cries of numbers of little birds besides echoed through the orchard. The redbreasts soon recovered, and, rising on their feet, looked about to see what was become of the object of their consternation. Dicky was so terrified that he did not know what to do, and at last got up into a currant bush, and hid himself in the thickest part of the leaves. Flapsy followed him; but Robin being obliged to keep on the ground, Pecksy kindly resolved to keep him company.

In a few minutes their parents returned, and found pretty near the two latter where they had left them; but missing the others, the mother inquired with great anxiety what was become of them. Robin, then, related how they had been frightened with a hawk; and while he was doing so, they returned to him again.

To be sure, hawks are frightful things; but now you will be safe, said the father, perceiving
the

the gardener coming from his breakfast to continue his work. Let me show you where to get water, for I fear you must be thirsty. No, said they, we have had several wet worms and juicy caterpillars, which have served us both for victuals and drink. Robin is very quick at finding them. There is nothing like necessity to teach birds how to live, said the father; I am glad Robin's misfortunes have been so beneficial to him. Remember from this instance that it is better to use means for your own relief than to spend time in fruitless lamentations. In respect to hawks, you cannot keep them away by fearing them; and it is possible you may never see another; besides, what thousands escape, in comparison of the few they devour!

The parents flew up into a tree, and there the father entertained his beloved mate and family with his cheerful music; and sometimes they made various airy excursions for examples to their little ones, who all longed to be able to imitate them. In the mean time they had left Robin by himself, thinking he would be safe, while the gardener was mowing the grass; but what was the grief of both father and mother, when they returned, and did neither see nor hear him.

After the most anxious search, which however proved fruitless, they all returned to the nest: but

but early in the morning the mother, unwilling to relinquish the hope of finding Robin again, left it, and explored again every recess and corner of the orchard, but all in vain. When she returned to her mate, come, said he, let us all take a flight, rather than to sit lamenting here for ever to no purpose.

They accordingly set off, and went first to pay their morning visit to their little benefactors, to whom the young brood longed to be introduced. They all alighted on the tea table, where they met with the unexpected pleasure of finding another guest, whose presence put an end to their grief and lamentations, for who should happen to be there but the poor lost Robin!

This sudden meeting was a very happy one to all parties, and produced transports more easily conceived than described. The father poured forth a loud song of gratitude; the mother chirped, bowed her head, clapped her wings, and touched gently with her beak Master Frederick's hand, as if she had meant to have kissed it. At last the old ones finding Robin so happily situated, took leave of him, not without promise on the part of the family to come and see him again, and they all flew out at the window, and rested themselves upon the trees. They afterwards alighted to quench their thirst in

the court yard and were preparing to return to the nest, when the young ones expressed a desire to look a little about the world.

The father ever ready to satisfy any wish in which there was nothing blameable consented to their request, and therefore led the way to a neighbouring grove, where he placed his little tribe amongst the branches of a venerable oak. Here, their ears were delighted with a most entertaining concert of music; and Dicky expressed how happy he should be to join the cheerful band, and live for ever in that charming place.

This is a pleasant situation to be sure, said the father, but wait till you have seen more of it, to say how you may like it; and upon this he gave the signal for another flight. In their way they saw a man scattering seed on the ground. See there, said Flapsy, what fine food that man throws down; I dare say he is some good creature who is a friend to the feathered race; shall we alight and partake of his bounty?

Do not form too hasty an opinion, said the father; but watch here with me a little while, and then do as you think proper. They all looked with a curious eye fixed on the man. In a few minutes a number of birds descended and began to regale themselves; but in the midst of their feast, a net was suddenly cast over them, and they were all taken captive. The linnets and chaffinches

chaffinches were all separately deposited in a cage divided into a number of small partitions, brought for that purpose. As for the sparrows, their necks were wrung, and they were put in a bag together. Flapily wished to be gone ; stay said the father, and learn from this not to put yourselves in the power of strangers, who offer you favours you have no right to expect from their hands.

From thence they went to visit another part of the grove ; and while they were steering their course, the father hastily called out, turn this way ! turn this way ! the whole party obeyed, and soon found the good effect of their obedience ; for in an instant they saw a flash of fire ; a thick smoke followed it, and immediately they heard a dreadfull sound, and saw a young redstart fall bleeding on the ground, on which he struggled just long enough to cry ; Oh my dear father, why did I not listen to your kind admonitions, which I now, too late, find were the dictates of tenderness ! and he then expired.

The young redbreasts were struck with consternation, and, from what they had seen and heard, acknowledged the value of parental instruction, promising always to listen to it. Indeed, said the father, this poor redstart might have avoided his fate ; for I heard his father, when I was last in the grove, advise him not to fly about by himself, till he had shown him the dangers of the world. But

are you sufficiently rested to take a pretty long flight? O yes, cried Dicky, now as eager to leave that spot as he had been at first enchanted with it; and every wing was instantly expanded.

In their way, they passed by the estate of a gentleman who endeavoured to collect all that was curious in art or nature, for the amusement of his own mind and the gratification of others. In his gardens, to which the redbreasts took their flight, were, among other articles of taste an aviary and a menagery. The former was built like a temple ornamented with carving gilt. In the middle a fountain constantly threw up fresh water; at one end were partitions, and all kinds of seeds and materials for birds to build nests with. Numbers of perches were placed in the aviary, and it was surrounded by a most beautiful shrubbery.

A habitation like this, in which all the conveniences of life were collected without toil, where every gay songster might sing himself to repose in the midst of ease and plenty, safe from the dangers of the wood appeared to the young travellers the most desirable situation in the world; and Dicky expressed an earnest wish to be admitted into it. Well said the father, let us not determine too hastily, but enquire whether the inhabitants are truly happy.

The first bird that attracted their notice was a dove who sat cooing by himself in a corner, in the most

most gentle and sweet accents : Oh ! my dear my beloved mate am I then divided from you for ever? what avails it that I am furnished here with all the luxuries of life? deprived of your company I have no enjoyment of them. And ye, my beloved nestlings, your wretched, captive father will never be at liberty to guide your flight, and instruct you in your duty. Here his voice faltered, and he resigned himself to silent sorrow.

The next was a lark, whose notes to human eye would appear in the raptures of joy ; but his indignant eyes were turned to the sky, he fluttered his wings, and was inflamed with rage. Am I then to be for ever shut up in this horrid place? sang he. Is my upward flight to be impeded by bars and wires? shall I cease to be the herald of the morn ? O cruel unjust man ! take your delicious dainties for those who can relish them, but give me liberty ? here he stopt his song.

Now, said the old redbreast, let us listen to those linnets who are building their nests. Come, said the cock to his mate ; let us finish the nest, though it will be rather a melancholy task to hatch a set of little prisoners. Man, it is true, now with officious care, supplies us with the necessary materials, and we may make a very good nest, but I protest I had much rather to be at the trouble of seeking them, and have it in my power to anticipate the pleasure of rearing a family to all the joys of liberty,

True

True, said his mate! yet I am resolved to try what patience, resignation and employment will effect, and hope, as our young ones will never know what liberty is, they will not pine as we do for it. Saying this, she picked up a straw, her mate followed the example, and they pursued their work.

The little redbreasts rejoiced in their liberty; and Dicky gave up the desire of being received in the aviary, and wished to be gone. Stop, said his father, let us first hear what these canaries are saying.

How fortunate is our lot said a hen to her mate in being placed in this aviary! how preferable to the small cage we built in last year! for my part I have no wish to go abroad. Indeed we owe the highest gratitude to those who thus provide for a set of foreigners who have no resources but their bounty; and my best lays shall be devoted to them. Nothing is wanted to complete our happiness, than to have the other birds excluded from this place. Poor creatures! it must be very mortifying to them to be shut up here, and to see the others of their kind enjoy full freedom. No wonder they are perpetually quarreling; for my part I sincerely pity them, and am ready to submit, from a principle of compassion, to the occasional insults and affronts I meet with.



Yon

You now perceive, Dicky said the cock redbreast, that this place is not, as you suppose the region of perfect happiness; you may also observe that is not the abode of universal wretchedness.

It is by no means desirable to be shut up for life, let the place of confinement be ever so splendid! but should it be your lot at any time to be caught and imprisoned, adopt the sentiments of the linnet and the canary bird. Employment and reflections on the blessings that are still in your power will lessen your regret for those which are lost. But come pick up some of the seeds that are scattered on the outside of the aviary, for that is no robbery. When they had sufficiently regaled themselves, the whole party gladly returned to the nest, and every heart rejoiced in the possession of liberty and peace.

There for several days nothing happened remarkable; the little family improved so fast in every respect that they required no father care. And now a wonderful change took place in the heart of both parents. Although from the goodness of his disposition, the cock still retained a kind solicitude for the welfare of his little posterity, his patience of toil and defiance of danger were on a sudden quenched. He therefore called them round him to give them some further friendly advice how to direct their future conduct through life. The mother likewise addressed them in the tenderest language, and for the last

time

time displayed the delightful and rapturous sentiments of maternal love, which being now become needless, subsided gradually into tranquillity.

Each young one expressed his grateful thanks to both father and mother, and with these acknowledgements filial affection expired in their breasts, instead of which a respectful friendship succeeded. Although the parent redbreasts did pay now and then their visit to their young benefactors, yet, not to be burthensome to them, attached themselves to another family equally benevolent to little birds, without wishing to enslave them.

Robin, in pursuance of his father's advice, and agreeably to his own inclinations, tried to endear himself to Mr. Benson's family, where by his good behaviour, he became an exceeding favorite. And as he had full liberty to range in the garden, he frequently met with his sister Pecksy, who took her abode in the orchard. Dicky and Flapsy, who thought their company too grave, flew giddily about together. In a short time they were both caught, and put in the aviary, which Dicky once longed to inhabit. There, they were at first miserable; but soon recollecting their good parent's advice, and the example of the linnets and canaries, with whom they formed a friendship, at length they reconciled themselves to their lot, and each met with a mate with whom they lived tolerably happy.

THE END.

[NICHOLS, Printer, Earl's Court, Newport- & Soho.]

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